REPORT RESUMES

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REPORTS ON "TEACH," TEACHER EDUCATION FOR ADVANCING THE CULTURALLY HANDICAPPED. PROJECT REPORT--IMPLICATIONS AND RECOMMENDATIONS.

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A DETAILED SUMMARY OF PROJECT "TEACH" (TO IMPROVE PREPARATION OF TEACHERS FOR INNER-CITY SCHOOLS) PRESENTS THE FOLLOWING FINDINGS--(1) SPECIAL TRAINING AND FIELD EXPERIENCE SHOULD BEGIN IN THE FRESHMAN YEAR AND CONTINUE ON THROUGH GRADUATE WORK. (2) THE ENTIRE PROGRAM SHOULD RELATE TO THE "LABORATORY" OF THE URBAN COMMUNITY. (3) THE RECOMMENDED INTERDISCIPLINARY APPROACH WOULD (A) ENCOURAGE FUTURE TEACHERS TO DEVELOP AN INQUIRING INSTEAD OF A RECEPTIVE MIND, (B) INCLUDE THE TEACHINGS OF SOCIAL PSYCHOLOGY, (C) BRING THE LATEST TEACHING TECHNIQUES INTO THE COLLEGE CLASSROOM (NO MORE "TEACHER TELL, STUDENT DO"), (D) BECOME AN INTEGRATIVE EXPERIENCE BASED ON OBSERVATION AND PARTICIPATION IN PRACTICAL SITUATIONS, (E) OBSERVE AND ANALYZE BEHAVIORAL PROBLEMS THROUGH USE OF PEER CONTROLS, GROUP BEHAVIOR, VIDEO TAPE, OTHER AUDIO-VISUAL DEVICES, ETC. THE IMPORTANT ROLE OF THE PUBLIC SCHOOLS IN TEACHER PREPARATION IS STRESSED. THE COLLEGES HAVE TOO LONG EMPHASIZED PREPARATION OF TEACHERS FOR CONVENTIONAL MIDDLE-CLASS SCHOOLS. IF INNOVATIVE TEACHERS ARE WANTED, THE SCHOOLS SHOULD NOT FORCE THEM TO "PLAY THE TENURE GAME." (AF)

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TEACHER
EDUCATION
FOR
ADVANCING THE
CULTURALLY
HANDICAPPED

TEACH

PROJECT REPORT · IMPLICATIONS AND RECOMMENDATIONS

Psychological
Sociological
Philosophical
Historical

FOUNDATIONS FOR TEACHER PREPARATION

ELEMENTARY TEACHER PREPARATION

SECONDARY TEACHER PREPARATION

READING TEACHER PREPARATION

1947

CALIFORNIA STATE COLLEGE AT LOS ANGELES
SCHOOL OF EDUCATION

REPORTS
ON
"TEACH"

Teacher Education for Advancing the Culturally Handicapped

School of Education
California State College at Los Angeles
January, 1967

Supported by a curriculum development grant from the Office of Juvenile Delinquency and Youth Development, Welfare Administration, U.S. Department of Health, Education and Welfare in cooperation with the President's Committee on Juvenile Delinquency and Youth Crime.

PREFACE

Project "TEACH", Teacher Education for Advancing the Culturally Handicapped, was a two year teacher-preparation study funded by the Office of Juvenile Delinquency and Youth Development, Department of Health, Education, and Welfare.

The Project, under the direction of Dr. Lyle Hanna and Co-directors Dr. Rexford W. Bolling, Dr. Lois V. Johnson, Dr. Kenneth A. Martyn, and Mrs. Elsa May Smith, was a cooperative undertaking of the California State College at Los Angeles, the Los Angeles City Schools, and the Youth Opportunity Board of Los Angeles.

The Project had one major objective, The Preparation of Teachers for Schools of the Inner City. But, it must be recognized at the outset, that whatever success achieved was due to the efforts of many dedicated people ranging across the spectrum from the student participants in the target schools and in the college program to administrative personnel in the Los Angeles City Schools and the California State College at Los Angeles. In the small space available for the acknowledgments, it is impossible to mention by name all those who contributed to the Project.

We wish to recognize the contribution of two pilot projects which furnished basic concepts to be expanded by Project TEACH. These were the Thomas Jefferson High School and the Utah Street Elementary School off campus programs. They developed the framework for teaching methods and techniques in the pre-service preparation of teachers for culturally disadvantaged pupils.

The study was an interdisciplinary approach to the preparation of teachers for disadvantaged areas using consultants from the areas of history, philosophy, psychology, sociology, and cultural anthropology. New curricula was developed to better prepare teachers entering the teaching profession for the specific tasks they will encounter in teaching children enrolled in elementary and secondary in culturally deprived urban areas. Thirty elementary majors and thirty secondary majors were selected to participate in the Project and received their teaching methods in participating schools in the target area, commonly called "Watts." This experience included method courses, observation, and participation programs in Compton Avenue Elementary School, David Starr Jordan High School, Markham Junior High School, One Hundred and Eleventh Street Elementary School, and Ritter Elementary School.

Due to the complexity of the program the results were published in a series of five reports. Included in the series are the following:

Project Report, Implications, and Recommendations
Foundation Courses for Teacher Preparation
Elementary Teacher Preparation
Secondary Teacher Preparation
Reading Teacher Preparation

It is hoped that these reports will be used in the formulation of teacher preparation programs and be used as a stimuli for further treatment and expansion of teacher preparation programs.

Grateful acknowledge is made to the staff of the Office of Juvenile Delinquency and Youth Development for their encouragement and review of the program. Appreciation is also expressed to Dean Sando, of the School of Education, who encouraged the staff of the School of Education to develop the proposal and to Dean Dahl, his successor, who has seen Project TEACH through to completion. Both men gave the leadership necessary to guarantee the success of such a cooperative effort.

Dr. Mary A. Bany, Chairman of the Elementary Education Department, and Dr. Robert J. Forbes, Chairman of the Secondary Education Department, assumed the leadership roles in their respective departments and insured the success of the program through allocation of staff time and the infusion of promising practices into the regular teacher preparation programs.

Special mention should be made of the efforts of Mr. Sam Hamerman, Director of the Office of Urban Affairs, for the Los Angeles City Schools. He devoted many hours in counseling the staff in the development of the original proposal and established a working relationship with the City Schools.

The contribution of Dr. Marian Wagstaff should be recognized. It was through her efforts that representatives from the college and from the Los Angeles City Schools met to explore the preparation of teachers for urban-area schools.

The names of the Co-directors have been intentionally left to the last as their contributions to the Project cannot be described by mere words. They devoted many hours beyond their regular prescribed load and developed insights to the problem which qualify them as experts in their respective fields.

Dr. Rexford W. Bolling worked with the Elementary majors and developed the reports on the teaching of reading.

Dr. Lois V. Johnson coordinated the Elementary curriculum development portion of the Project and abstracted research in the field, developing the Bibliography alphabetically by author under appropriate categories. This Bibliography includes over 450 items.

Dr. Kenneth A. Martyn coordinated the evaluation of the Project, edited the final report, and was responsible for the portion of the report dealing with the Foundation areas.

Mrs. Elsa May Smith coordinated the Secondary curriculum development report, supervised the teacher training program at the secondary level, and directed the secondary student-teaching program.

Grateful acknowledgment is made to the college students, who participated in the Project. Their reactions to various parts of the program have been the basis for the development of recommendations for pre-service and in-service programs for teachers in urban areas.

For additional copies of the report or for specific information, contact:

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CHAPTER I - INTRODUCTION

In order to break through the barriers of learning, lack of education, and training, it was felt that teacher training institutions should re-examine their programs.

Project TEACH was a result of this belief.

PROJECT TEACH, Teacher Education for Advancing the Culturally Handicapped, a two year curriculum development program for the preparation of teachers for urban areas was funded by the Office of Juvenile Delinquency and Youth Development, Welfare Administration, United States Department of Health, Education, and Welfare.

The project, which required two years for completion, was a cooperative undertaking of the School of Education, California State College at Los Angeles, Los Angeles City Schools, and The Youth Opportunity Board of Los Angeles.

The purpose of the study was to create new curricula which will better prepare individuals, entering the teaching profession, for the specific tasks they will encounter in teaching children enrolled in elementary and secondary schools in culturally deprived urban areas.

The study was an interdisciplinary approach to the problem using consultants from the areas of history, philosophy, psychology, sociology, and cultural anthropology.

Thirty elementary majors and thirty secondary majors were selected to participate in the project and received their teaching methods in participating schools of the target area. This experience included methods courses, observation, and participation programs in the schools. The second semester college students, who were qualified, received their student teaching experience in the same schools. Of the original thirty elementary majors participating in the project, twenty-three were able to qualify for student teaching in the spring semester of 1965. At the completion of their student teaching assignment, nineteen accepted contracts from the Los Angeles City School District, and requested assignments in schools which had a large population of disadvantaged children. The remaining four college trainees decided to teach in school districts elsewhere in the state.

Of the original thirty secondary majors participating in the project, fifteen were able to qualify for student teaching in the spring semester of 1965. Twelve of these were offered contracts to teach in the City Schools.

These trainees will be followed for several years to provide data for future evaluation of the project.

CHAPTER II - PROGRESS REPORT

Statement of Grant Award

The project, which extended over two years, June 1964 - June 1966, was funded under the Juvenile Delinquency and Youth Offenses Control Act of 1961, as amended, for $186,231.

Notice of Training of Demonstration Project

The project was funded effective June 16, 1964, through June 30, 1965, with recommendation of extension through June 30, 1966, provided funds were appropriated and satisfactory progress was evident.

Name and Duration of the Project

Project TEACH - Teacher Education for Advancing the Culturally Handicapped. June 1964 to June 1966.

Project Staff

Director: Dr. Lyle Hanna, Professor of Education, Associate Dean, School of Education, California State College at Los Angeles.

Coordinator of the Project's activities. He coordinated efforts between the President's Committee on Juvenile Delinquency, Youth Opportunity Board, University of Southern California Study Group, Los Angeles City Schools, Los Angeles County Schools and California State College at Los Angeles Project.

He also coordinated the efforts of consultants in psychology, cultural anthropology, sociology, and history and philosophy.

He was the chairman of the curriculum revision meetings and assumed final responsibility for the Project.

Co-Director: Dr. Rexford W. Bolling, Associate Professor of Education, California State College at Los Angeles.

This Co-Director coordinated Elementary Education Department curriculum development for the Project, worked with area specialists, and was responsible for the Reading Teacher Preparation section.

Co-Director: Dr. Lois V. Johnson, Professor of Education, California State College at Los Angeles.

This Co-Director coordinated the acquisition and abstracting of research in the field. She was responsible for furnishing research findings to the project team, and the final Elementary Teaching report.

Co-Director: Dr. Kenneth A. Martyn, Professor of Education, California State College at Los Angeles.

This Co-Director coordinated evaluation of the Project, working with related agencies and members of the Project team. He was responsible for using modern, objective evaluation techniques and edited the final reports, also, compiling the report on Foundations of Teacher Preparation.

Co-Director: Mrs. Elsa May Smith, Assistant Professor of Education, California State College at Los Angeles.

This Co-Director coordinated Secondary Education Curriculum development for the Project, supervised the teacher training program at the secondary level, supervised the directed teaching program, and compiled the Secondary Teaching report.

Interdisciplinary Consultants:

- Dr. Robert Fulton, Associate Professor, Sociology
- Dr. Robert H. Ewald, Associate Professor, Chairman, Department of Anthropology
- Dr. Ann M. Richardson, Associate Professor, Psychology
- Dr. Julian B. Roth, Associate Professor, Secondary Education, History and Philosophy of Education

Consultants in the area of sociology, psychology, cultural anthropology and history-philosophy brought to the Project committees their own specialized insights for inclusion in the curriculum changes. These insights were based on objective evidence and empirical observations.

Consultants - Education Subject Areas:

- Dr. Mary Bany, Professor of Education, Chairman, Elementary Education
- Dr. Doris C. Ching, Assistant Professor, Elementary Education
- Dr. Cleo Hearnton Cook, Associate Professor, Elementary Education
- Dr. Earl Denny, Assistant Professor of Education, Director, Elementary Master's Degree Program
- Dr. Robert Forbes, Professor of Education, Chairman, Secondary Education
- Dr. Jewell Garner, Assistant Professor of Education, Elementary Education
- Miss Dorothea Fry, Assistant Professor of Education, Secondary Education
- Dr. Robert Hahn, Associate Professor of Education, Secondary Education
- Dr. Burton Henry, Professor of Education, Secondary Education
- Dr. Dale L. Knapp, Associate Professor of Education, Director, Secondary Student Teaching
- Mr. Jesse Ott, Assistant Professor of Education, Secondary Education
- Dr. Helen R. Powell, Associate Professor of Education, Elementary Education
- Dr. R. F. Sando, Professor of Education, Dean, School of Education
- Dr. Delwyn G. Schubert, Professor of Education, Co-director, CSCLA Reading Clinic, Secondary Education
- Dr. Carol J. Smallenburg, Associate Professor of Education, Secondary Education
- Dr. Eugene H. Stivers, Associate Professor of Education, Secondary Education
- Dr. Helen Truher, Assistant Professor of Education, Director, Elementary Student Teaching
- Dr. Marian Wagstaff, Professor of Education, Secondary Education

These consultants were brought in on a daily basis. They furnished ideas in their areas of specialty, took part in curriculum revision and served in an advisory capacity.

Purpose

The overall purpose of this study was to create new curricula preparing students in a School of Education so that they become more useful, more knowledgeable, more active and more permanent teachers of children living in poverty-stricken areas. This creative change was based on promising aspects of existing programs, results of research and empirical experience. The School of Education of the California State College at Los Angeles worked with the Los Angeles City Schools, Los Angeles County Schools and the Youth Opportunity Board in the College Curriculum Development Project. This project in curriculum change investigated the impact on the poverty-stricken community and its institutions as proof of its effectiveness.

The specific aims of this project are as follows:

I. To create different curricula incorporating a meaningful series of courses designed for teachers of the culturally deprived.
  A. To identify pertinent research.
  B. To evaluate and adapt content of research to courses and curricula.
  C. To assist professors to implement change in teacher education programs.
  D. To develop avenues for implementing project findings into future programs in teacher education.

II. To implement the curricula as a demonstration of the feasibility of preparing teachers specifically for educating the culturally deprived.
  A. To develop on the part of educators and prospective teachers specific understandings concerning the poverty-stricken community and culture.
  B. To develop on the part of educators and prospective teachers specific techniques for working with the culturally deprived.
  C. To develop curriculum materials for use in public schools located in such areas.
  D. To develop specific skills in educators and prospective teachers concerning the diagnosis and remediation of communication.
  E. To develop within the framework of an existing program a meaningful and useful master of arts degree in working with culturally deprived children.

III. To evaluate the revised curricula and implementation through utilizing modern techniques.
  A. To evaluate the changes in the teacher training curricula.
  B. To evaluate the behavior of the educators and prospective teachers of the culturally deprived.
  C. To evaluate the impact of the project on the poverty-stricken community.

IV. To encourage other colleges and universities to utilize the changes for their programs.

Project Procedure

I. To create different curricula incorporating a meaningful series of courses designed for teachers of the culturally deprived.

A. Identify pertinent research.

Research in the academic disciplines relating to the project was located, beginning in the summer of 1964. This interdisciplinary approach included the identification of research in education, psychology, sociology, cultural anthropology, history, and philosophy.

Relevant research included that which ranges from the controlled, classic design to the normative, descriptive, and empirical. Action studies in communities of the culturally deprived received attention. The methods of identifying pertinent research included search of the materials available in the college library and in the libraries of the greater Los Angeles area. The libraries used included those of the University of California at Los Angeles, University of Southern California, and Claremont Colleges. This was augmented by direct request for unpublished or limited materials from research groups, agencies, community groups. Studies were obtained from:

U.S. Dept. of Health, Education, and Welfare
Ford Foundation
Commonwealth Fund
Guggenheim Foundation
Youth Opportunity Board
Welfare Agencies
Dissertation Abstracts
Professional Journals
Conference and convention speeches and summaries (Association for Supervision and Curriculum Development, etc.)

The Project Team assisted in selecting and applying the research to courses and the accompanying syllabi.

B. Evaluate and adapt content of research to courses and curricula.

There are existing present courses and curricula which were adapted to the specific purposes of the project. Within the current courses, changes of content and teaching procedures were made.

The courses are:

Education 400 - Historical, Philosophical and Sociological Principles of Education (3 semester units of credit)

Examination of the historical, philosophical and sociological factors related to the role of the school in American society.

Note: It should be anticipated that the emphasis of this course will, when changed, emphasize study of culturl poverty, ethnic and racial problems and the ecology of the area. Observations in the Target Area will be made by college student.

Education 410 - Educational Psychology (3 semester units of credit)

Application of psychological research and theory; major attention devoted to problems of learning, individual differences, child capacities, and behavior as revealed in school environment.

Note: Emphasis on the changed course should deal with the above psychological principles as they apply to the poverty-stricken culture. Stress should be placed on diagnostic techniques and remedial techniques. Many of the psychological principles of the mentally retarded could be adapted to the learning problems of the culturally deprived. Observations in the Target Area will be made by college students.

Education 411 - Curriculum and Instruction in Secondary Schools (4 semester units of credit)

Curriculum practices, instructional procedures and materials (including audio-visual materials and techniques), and use of evaluative devices and procedures in secondary schools; students observe and participate in selected secondary schools three hours per week.

Note: A change in this course will revolve about observation and participation in Target Area.

Education 412 - Principles, Curriculum and Methods in Elementary School (8 semester units of credit)

Laboratory course covering principles, curriculum methods, and materials of elementary school instruction, with major emphasis on reading, language arts, arithmetic, social studies, and science. Attention given to modern methods of teaching elementary school subjects required by the laws of California; includes audio-visual methods. Students observe and participate in selected elementary school classrooms one-half day per week.

Note: A change in this course will revolve about observation and participation in Target Area.

Education 440AB - Directed Teaching in the Elementary Schools (4-4)

Education 542YZ - Directed Teaching for General Secondary (3-3)

Note: All directed teaching will be in schools of the Target Area

Education 435 - Diagnosis and Remedial Reading Procedures (3 semester units of credit)

Causes and nature of reading difficulties and procedures for diagnosis and remedial treatment

Note: The causes of reading disability due to cultural causation will be emphasized in this course when revised.

Internal changes were made in the above courses. An illustrative change follows each of the course descriptions above. Syllabi will be prepared for the courses incorporating the changes suitable to teachers of culturally deprived children. Information from the college students in the Target Area was incorporated in the course revisions as the project proceeded.

Information and experience of the Youth Study Center sponsored by the University of Southern California was utilized in appropriate sections of course syllabi and in planning the direct experiences for college students. The method of transmitting the selected research was a function of the Co-Director of Research.

Consultants were utilized in their appropriate fields in course development and in writing of syllabi. Departments represented included:

Psychology
Sociology
Anthropology
History and Philosophy

C. Assist professors to implement change in teacher education programs. The intellectual and psychological commitment of the college professors who will teach courses in the Project is imperative in the program in teacher education that seeks to improve education and life for children in poverty-stricken areas.

Commitment is also needed to the idea of flexibility and experimentation as methods to achieve progress and change. Methods to achieve commitment involve frequent staff meetings, conferences, workshops in which group decision techniques are employed.

The methods of adapting research content to curricula and courses were included.

Function of Director of the Project was to alert the various Co-Directors to make materials available for preparation of courses and the accompanying syllabi. He also arranged for the necessary consultations and meetings.

D. Avenues for implementation of project findings into future programs in teacher education.

The structure for reorganization of present programs and present courses already exists in the college.

Incorporation of new content in the courses in the teacher education programs can be achieved because of the already existing structure. The climate for acceptance of change in curricula and courses is actively present in the college administration and the college faculty. Willingness to change through new approaches and emphases as well as through additions and deletions when such changes are shown to be of proven or promising values is typical of the administration and instructional personnel.

The method of achieving change is through the following existing avenues:

Department (Elementary Education and Secondary Education) curriculum committees receive proposals for change of program and courses from groups within the department, from individual faculty members, and from the committee itself. For example, the proposal for an elective course in Problems in Group Behavior was submitted by an individual faculty member and the course was subsequently approved.

The Curriculum Committee for the School of Education receives proposals for new programs and courses and for revisions of existing ones. The proposals come from departmental curriculum committees or from individuals. The Advisory Council for the School of Education and the Foundations Committee are illustrative of sources for recent proposed revisions. Exceptional latitude is already accepted policy. The committee personnel is representative of the diversity of interests and specializations with the School. The committee gives consideration to the effect of proposed courses and programs in the School with its component departments, as well as to offerings in other college areas.

The Curriculum Committee for the college receives and reviews changes for the effect of such changes on the total institution. Membership on the Committee is representational.

The Office of the Chancellor and the State Board of Trustees of the California State College System review and approve programs. In addition, programs are submitted for consideration to the California State Board of Education.

II. An aim of the Project was to implement the curricula as a demonstration of the feasibility of preparing teachers specifically for educating the culturally deprived. The task dictated by this aim is to train prospective teachers for teaching in culturally disadvantaged areas. A specific aim was to enlarge student-teacher understandings.

The scope of this aim includes:

A. Enlarging student teachers' understandings in such areas as the cultures of poverty as identified by the pertinent research.

Enlarging teachers' understandings regarding sources of value systems as developed in loose family structures, street cultures, gangs, poor neighborhoods, and others determined by the research.

Increasing teachers' knowledge as to differences in value systems between the socially advantaged and disadbantaged, and the differences in values relating to school, to achievement, to established controls, etc., from those held by the culturally advantaged.

Developing teachers' understandings relating to the psychological mechanisms used to take on the specifics of the culture of the poor as identified by socio-psychological studies.

Developing teachers' awareness of the pressures that operate on culturally disadvantaged children.

Increasing understanding of teachers as to the functions of of helpful organizations and how they operate, (e.g. Youth Opportunity Board, and other institutions).

Enlarging and clarifying understandings of ethnic and racial problems and their interrelatedness to children's behavior and developing potentials.

The method of enlarging student teachers' understandings included:

> Making internal changed in courses -- Educational Sociology, Educational Psychology, Educational Methodology as suggested by extensive examination of research. A function of the Research Director in cooperation with staff and consultants is to make internal changes in course content as the Project progresses.
>
> The Co-Directors of the Elementary and Secondary sections planned with staff to provide meaningful field experiences in the Target Area schools so as to supplement and reinforce student teachers' learning in the various courses.
>
> The Director of the Project arranged conferences, workshops and seminars with members of the Youth Opportunity Board, representatives of other allied agencies so as to enlarge staff and students' understanding by providing direct contact with others who work with the culturally disadvantaged.
>
> The Director of the Project arranged for consultants from fields of psychology, sociology, anthropology, history and philosophy to incorporate their respective disciplines in the course work, and to help staff identify necessary curriculum changes.
>
> The Director of the Project arranged for experiences in studying the ecology of the Target community in cooperation with Youth Opportunity Board and consultants.

The Research Director organized staff in analyzing actual incidents of behavior in classrooms and elsewhere which indicate norms and values of children in Target Area schools.

The Research Director made available to staff the activities and findings of programs currently being conducted at University of Southern California, Utah Street School and in other areas and will suggest incorporation of other content and methods as they are identified and made evident as the training project develops.

B. Another sub-aim of the teacher training section was to enlarge teaching techniques.

The scope included:

Developing an understanding of the importance of teacher-group communication patterns, and improving teacher skill in communicating with individuals and the group.

Developing student teachers' perceptions in how the children perceive certain communications and showing ways of utilizing and responding to feedback.

Helping student teachers to analyze situations and to discover conditions which produce teaching problems.

Helping student teachers to plan and project actions which will solve problems and achieve the desired objectives.

Developing teacher skill in group techniques for handling class behavior problems.

Adapting socio-psychological techniques to change attitudes toward school and learning.

Developing new diagnostic procedures in all subject areas.

The method of enlarging student teachers' techniques included:

The Director of the Project coordinated co-directors and staff in developing the connections between knowledge gained in the sociology (Education 400), psychology (Education 410), and methods (Education 411 and 412AB) classes and the problems of instructional practice.

The Elementary and Secondary Co-directors provided for observation and participation in classrooms in schools of Target Area as a supplement to all course work.

The Elementary and Secondary Co-directors helped staff and students to continuously analyze classroom communication networks and to seek ways of improving teacher communication techniques.

The Elementary and Secondary Co-directors involved skilled staff practitioners in demonstrating teaching techniques.

C. Developing curriculum materials and identifying other needed changes.
   The scope included:
   Examining need for new materials in reading, arithmetic, and other subject areas. As needs are shown, efforts were made by all project personnel to fill these needs. Developmental reading, remedial reading, social studies areas are representative of the areas which required specialized materials.

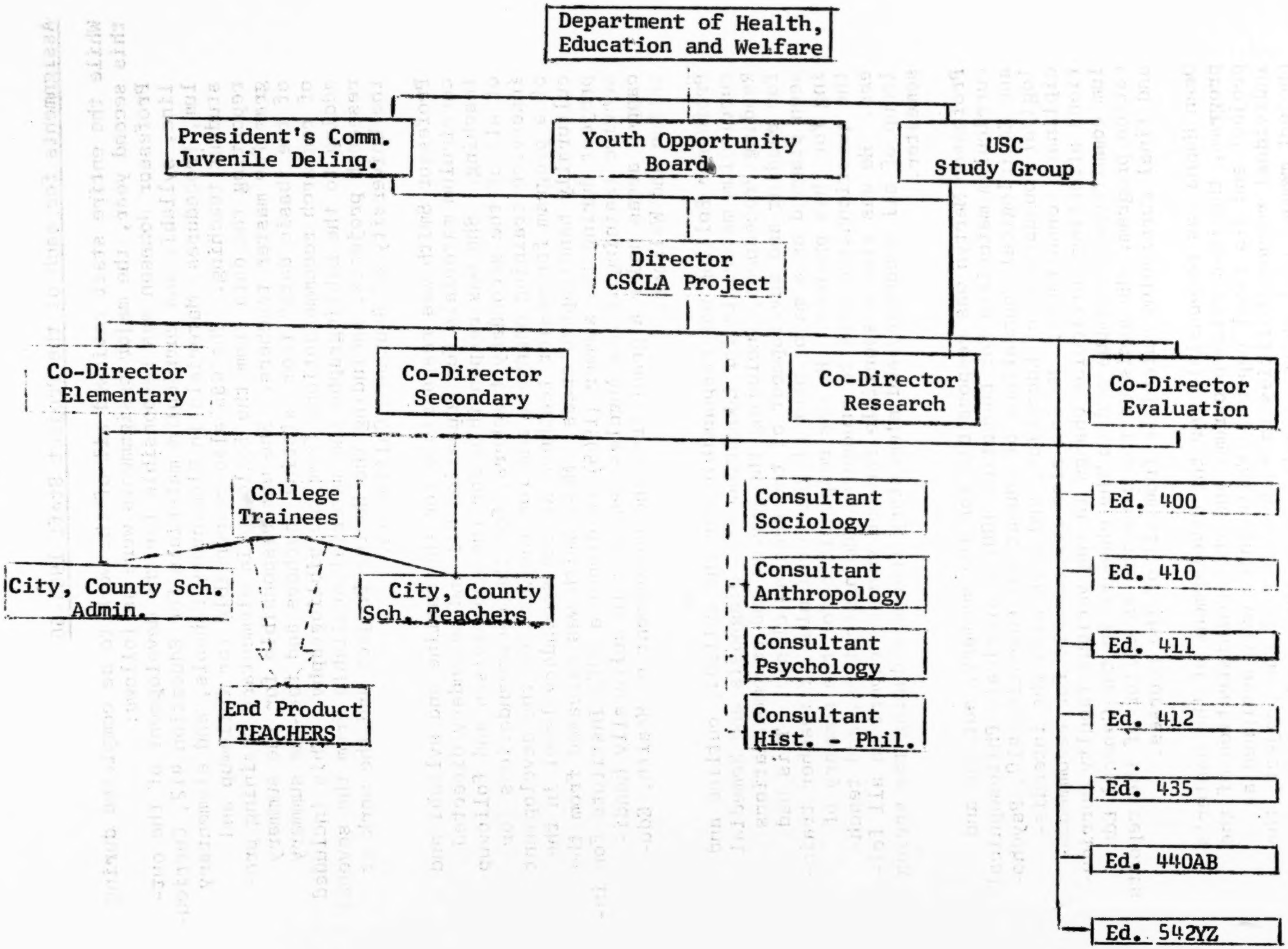
   The method required the Elementary and Secondary Co-directors to involve staff in developing criteria and duplicating the materials for classroom use.
D. To develop specific skills and corresponding skills behavior in educators and student teachers which have to do with skill and cognitive learnings.
   The scope would include:
   The principles of diagnosis and remediation of reading, arithmetic, spelling, and research skills. This would encompass an understanding of developmental needs of the culturally deprived child from kindergarten to eighth grade.

   The development of concepts where paucity is observed. This would include devising practices suited to various developmental levels. It would encompass teachers' understanding of the relative importance of experience and ability in concept growth.
   Methods for accomplishing this area included a course in Education 435, Diagnosis and Remediation of Reading, taught in schools of the Target Area, while the college students are doing their directed teaching. This will allow for field work with the students in reading, and also in mathematics and spelling.
E. To develop within the framework of an existing program a meaningful and useful Master of Arts degree in working with culturally deprived children.

III. To evaluate the revised curricula and implementation through utilizing modern techniques.

IV. To encourage other colleges and universities to utilize the changes for their programs.

A. Reports in the journals of the profession.
B. Make available to colleges and universities copies of the Project Report.
C. Project staff will be available for consultations and meetings during and after the project is completed.
D. Findings will be made available to the State College System and the University System in California.
E. As many other public relations means, as is feasible, will be utilized to make known the findings and recommendations of this study.


Department of Health, Education and Welfare
President's Comm. Juvenile Delinq.
Youth Opportunity Board
USC Study Group
Director CSCLA Project
Co-Director Elementary
Co-Director Secondary
Co-Director Research
Co-Director Evaluation
College Trainees
City, County Sch. Admin.
City, County Sch. Teachers
End Product TEACHERS
Consultant Sociology
Consultant Anthropology
Consultant Psychology
Consultant Hist. - Phil.
Ed. 400
Ed. 410
Ed. 411
Ed. 412
Ed. 435
Ed. 440AB
Ed. 542YZ

Assignments for each of the Project Staff 1965-66

While the entire staff reviewed all of the work to be completed during this second year, the major assignments were as follows:

Professor Johnson was responsible for the development of the outline, syllabi, and curriculum materials for Education 412, Curriculum, Procedures, Materials in Elementary Schools, and elementary student teaching. She was also responsible for followup and reporting the data from the followup in elementary training program for master teachers. She was responsible for the summary of the "basic data" from existing teachers and for the summary of research recommendations from the bibliography. This included adding to the bibliography the material available from the several research projects, including the Hunter Project and the work at the University of Southern California.

Professor Smith was responsible for the outline and syllabi and curriculum materials for Education 411 and secondary directed teaching. She was responsible for the superivison and followup of all of the secondary teachers, for the recommendations for inservice training changes, and for the work on the development of a program for master teachers at the secondary level in the culturally handicapped areas. Mrs. Smith was released from the project during the summer (1965) to direct a NDEA Institute for inservice training of Los Angeles teachers in culturally handicapped areas under a grant from the Department of Health, Education and Welfare.

Professor Bolling was responsible for the syllabi, outline and curriculum materials for Education 435, Diagnosis and Remedial Reading Procedures, including the review and recommendations for reading and development of the reading clinic. This had been planned as a major part of the curriculum of teacher training for this project. He was responsible for the summary of the questionnaire data to students, administrators, and teachers. He was also responsible for the summary report on all followup of all secondary and elementary teachers during the spring semester.

Professor Martyn was responsible for the summary, outline and curriculum materials for Education 400, Historical, Philosophical and Sociological Foundations of Education; Education 410, Psychological Foundations of Education; and work with the interdisciplinary consultants. He was also responsible for recommendations affecting curriculum change to the various faculty curriculum committees on campus and to the changes in the General Education program. He assisted the director as editor of the reports and final curriculum materials from all of the courses.

Dean Hanna was responsible for the development of the Master's program, the in-service program, and the administration of the project and its final report. While these were assigned as individual responsibilities to each member of the project, the project member will serve essentially as the coordinator and responsible person for that aspect of the project but will work in other areas.

Each of the subject and academic consultants were assigned time on each of the aspects of the curriculum development project and the project member was responsible for calling the meetings and the seminar sessions to review and develop the course with the help of the subject and academic consultants. In addition, each member of the project was assigned responsibilities for developing the additional questions for study and additional research needed in his area.

Use of Consultants

Interdisciplinary: The interdisciplinary consultants were hired on a contract basis as needed during the second year of the project. Their duties included:

1. Review of the Foundation areas, bringing their previous suggestions up to date, and making pertinent, definite recommendations for changes in the college curriculum. Also, they reviewed the changes when made to make sure the changes are functionally and ideationally sound in context.

2. Help prepare and make suggestions for the course work to be included in individually planned master's degree programs. The Option Program at this institution allows for flexible, individual planning with many electives and concentrated work in narrow areas. The interdisciplinary consultants aided in such planning for initial candidates on an experimental basis, perhaps getting to see the need for changes in their own course work.

3. Review plans for in-service programs and take an active role in developing an interdisciplinary flavor for such programs.

Educational Consultants Duties

1. Review and critique methods courses changes as they are instituted.

2. Help guide and criticize the development of changes in the remedial reading course work which was included as part of the program.

3. Help guide the progress and development of in-service programs for teachers and administrators of the Watts area.

4. Make suggestions concerning the development of an educationally sound student- teaching program for the area of culturally disadvantaged children.

5. Advise the project staff in the formation of the M.A. program in urban education.

Summary of Project Program

Date	Personnel	Activities
June 1, 1964	Project staff	Collection of research data and organization of project and data. Arrangements with agencies and schools. Preparation of course materials. Consultation and meetings with teaching faculty. College students have already been selected for participation in the Target Area.
September 1, 1964	Project staff, Interdisciplinary consultants, subject matter and educational consultants, teachers and administrators of participating schools. 30 elementary college students 30 secondary college students	Staff: work with interdisciplinary consultants in examining research secured during the summer to change course contents and directions. Work with subject matter and educational specialists to change course contents and directions. Supervise and observe the students as they participate in the Target Area. Work with teachers and administrators of target area schools, county school personnel, Youth Opportunity Board and the USC Study Group. Elementary Students: Courses in Curriculum, materials, and methods. Observation and participation in schools in Target Area - Los Angeles City Schools. Community observation and participation.

Note: Whenever personnel is named, it is to be understood that close cooperation with City, County, YOB and USC Study Group is understood.

Date	Personnel	Activities
		Secondary students: Group A (30 secondary education students, all of whom have completed Education 400, 410 and who are within one year of employment.) These students will take Education 411, taught by a college instructor in one of the secondary schools in the Target Area. Education 411--Principles, Curriculum and Evaluation included participation-observation in one or more of the schools in the Target Area. Concurrently each student will be enrolled in Education 493, a methods class in his major and/or minor subject area. All students will enroll in Education 473--Developmental Reading in the Secondary Schools--which will be taught in the Target Area by a qualified instructor from the college.
January 30, 1965	Same as previous period	Staff: Same as previous period Elementary students: Directed teaching in schools of Target Area - Los Angeles City Schools. Course and laboratory work in remedial reading and English language in schools of Target Area. Secondary students: Students will do a split assignment of student teaching in the Target Area. One assignment will be in a junior high school and the other in a senior high.
Summer, 1965	Project staff	Organize and make a preliminary evaluation of feedback information obtained from college students, supervising teachers, school administrators, Youth Opportunity Board observers, City and County school observers and Youth Studies Project.

Date	Personnel	Activities
September 1, 1965 to June 1, 1966	Project staff Interdisciplinary Consultants Subject matter and educational consultants	Make a final evaluation of feedback data, using consultants. Follow students through their first year of teaching in schools of the Target Area and collect and organize data. Re-examine data in terms of college curriculum change. Write course syllabi. Make recommendations for teacher-training institutions. Prepare project study for publication.

CHAPTER III - PROGRAM

The major work on the curriculum writing took place during December and January when the subject consultants and the academic consultants responded to the request for evaluation of the curriculum. A copy of the study evaluation is included in this section. This evaluation included an examination of the general education courses related to the teacher-education program.

1. The Education 412, Elementary Methods, sequential activities are explained in detail.
2. Education 411 (secondary methods) activities are presented.
3. Participation-observation procedures of students are named.
4. The reading clinic operation as a part of Project TEACH is presented in detail.
5. Broad-spectrum developmental materials are presented.
6. Problems of the reading area are named.
7. Student teaching at both levels is explained.
8. The hiring outcome of the project is given.

Ed. 412--Curriculum and Methods

The college course: Ed. 412AB, Curriculum, Instructional Procedures, and Materials in the Elementary School, was taught to the thirty students, majors in Elementary Education. A bungalow providing classroom space, as well as a workroom and offices, was placed on the grounds of 111th Street School by the Los Angeles City Schools. The class met Monday, Tuesday, Wednesday, and Thursday for instruction, 9-11 a.m. Friday mornings were devoted to observation and participation in the classrooms of the school by the students.

Ed. 412A concentrated on the curriculum, instructional procedures, and materials in the language arts, reading, and social studies for all grades of the elementary school. For example, the course materials in the language arts included: consideration of the language skills and the children we teach, the problem of communication, objectives of instruction in language arts, cultural influences upon instruction in language, recent changes in the English language, how children learn language, how schools meet special needs of individual students, and principles of learning to guide the teacher of language. Specific areas of the language arts were given attention through readings, lectures, discussions, preparation of teaching plans, observation and participation in the classrooms, and demonstration lessons. Ed. 412B concentrated upon science and mathematics. Bulletin board construction was studied. A consultant in modern mathematics was brought in several times and two interdisciplinary consultants helped students do more pertinent observation and helped them to feel part of a special program.

The observation and participation program was organized and operated as an integral part of the student's study of the professional material in the course. In cooperation with the principal, assignments of students were made on a one student-to-one teacher basis for observation and participation at a grade level of the student's choice. For the first half of the semester the student worked closely with the teacher and class to whom he was assigned, and a second assignment was made for the balance of the semester. Bulletins were given to the teachers to keep them apprised of the work in the curriculum class so that they might arrange their teaching to permit the student to see the area of study which was then being taught in the college class. Students presented a card to their assigned classroom teacher upon first entering the room. This gave the teacher some brief information about the student. A check-sheet of activities was developed. This had been presented to the teachers at a preliminary meeting. An evaluation sheet was prepared by each teacher at the end of the eight week assignments. The students spent Friday mornings in the classroom plus two additional hours during the week as they and the teacher arranged it. This premitted the student to see the development of the teaching-learning on a continuous basis throughout the week.

A program of demonstration lessons was developed at the two cooperating schools-Compton Avenue School and Ritter School. The demonstrations were integrated with the current content of the college class. For example, the first demonstration lesson was on oral language which paralleled the course work in the teaching of the language arts. Several preliminary visits were made to the principal and teacher in the school where a demonstration was to be held. This served to make for greater understanding of our requirements, to allay apprehensions, and to make for smooth handling of the physical arrangements when the total class arrived for the lesson. Parking was a problem at both schools, and car-pools were arranged.

The principal typically greeted the class and gave whatever explanation and briefing was needed concerning the lesson, the class, and the school community. The class then observed the lesson, which was followed by a discussion period with the teacher, the college professor, the principal, and any members of the administrative or supervisory staff of the Los Angeles School District who might be present. The supervisory staff served effectively in helping the demonstration teachers plan the lessons. The teachers provided a lesson plan and information about the class in duplicated form for each student. While the demonstration lessons served useful reference points in later meetings of the college class, there was an effort to do a full and satisfactory discussion in the session with the teacher immediately following each lesson.

> Teaching to develop oral language is difficult for many students to understand. They saw a first grade teacher demonstrate using a live tortoise for language stimulation. Each child saw and touched the tortoise and one child said, "He looks cold," and another said, "He looks warn." Students faced differences in individual perceptions. Then the teacher proceeded to the recording of each child's descriptive sentence and the class watched the differing levels of children's expressive abilities in language and saw the satisfaction of children as they heard their own voice played back.

and saw the satisfaction of children as they heard their own voice played back.

The emphasis upon the students' understanding of the culture of poverty was developed in several other ways. A bibliography of selected readings was distributed; the students kept observation notes of a specific, anecdotal type throughout the semester; their early reactions were secured to critical-incident approach (adapted from Flanagan); Mr. Parker, a Co-Director of the Youth Opportunities Board, spoke to them and provided reading material; the principal and vice-principal made frequent short presentations to the class which added specific information from the immediate school community. Two of our interdisciplinary consultants, Drs. Ewald and Fulton each spent a two hour period talking to and discussing with the students problems in their special area.

Ed. 411 - Secondary Method

The class in education 411 met in a seminar and in participation at Markham and Jordan High Schools four days each week. Thirty-one students completed the course, one student was advised to drop at mid-term.

Dr. Isaac McClelland, Principal of Jordan, and Mr. Cosby Stone, Principal of Markham, have been generous in praise of the college students and their potentials for teaching. The college students and the school faculties have developed and maintained exceptionally good working relationships. Through the good work of Dr. McClelland, Mr. Stone, and Mr. Skinner, Principal of Jefferson, the mid-city principals have been kept informed on the progress of Project TEACH. A committee of mid-city principals is working on ways to insure the placement in Los Angeles City urban schools of those trained through our efforts.

At mid-term (November 14) we collected the written reports from students of their observation and participations. These we read carefully, making suggestions, pointing up problems, and generally attempting to help make the experiences as profitable as possible for all concerned. At the same time we secured ratings from faculty members with whom the college students had been working. This process was repeated at the close of the semester.

On November 16 the students who had been working at Jordan were transferred to assignments at Markham. The Markham participants were assigned to work at Jordan. Each assignment was made with the needs of the individual in mind. Considered were majors, minors, time schedules, personalities, teaching strengths and weaknesses of the college students as well as the wishes of the administrators and teachers in the target area schools.

On November 23 the Education 411 class was taken on a tour of the community under the leadership of the Boys' Vice Principal, Mr. Willard Skelley. Our students found this a very valuable experience.

We have been able to set up two in-service workshops for teachers who wish to prepare themselves to serve as training teachers at Jefferson or Jordan. Thirty-four regular teachers at Jordan elected to register for this outside preparation (eight two-hour meetings workshop). At Jefferson the teachers in a similar workshop numbered twenty. Leadership for the workshops was provided by the secondary schools involved. Resource personnel came from CSCLA, the Los Angeles City Administration Offices, and outstanding training teachers from schools in other areas of the city. The Jordan Teacher In-Service Workshop seemed especially appropriate since Jordan teachers will have student teachers for the first time in the spring, 1965. Both Jefferson and Jordan are mid-city schools with student bodies composed largely of Negro students. Very complete records have been kept of procedures, experiences, and evaluation of the Jefferson and Jordan Teacher Workshop.

We have kept in close contact with the young people who have evidenced interest in urban area teaching, giving help and encouragement where possible. At present, we are working with the six first year teachers at Jefferson in preparation of some radio and television panels to be sponsored by the California Teacher Association. These programs will deal with the preparation and early teaching experiences of beginning teachers in Jefferson High School. (Negro student body). The teachers involved in these panels were students in the 1963 pilot program and did their student teaching at Jefferson in spring, 1964.

On November 20, we took Dr. Ann Richardson, Professor of Psychology at CSCLA, on a tour of the Watts area. We visited classes at Markham, Jordan, and Jefferson. Dr. Richardson, as one of the consultants on Project TEACH, requested the tour as background for her future contribution to the project. Several members of the education staff have taken time off from their regular duties to go with us to the target area schools and get better acquainted with Project TEACH.

Work Underway: (1) We have prepared a questionnaire which was answered by the Education 411 participants at the conclusion of their experiences at Markham and Jordan. We are now trying to summarize the responses in the hope that they may be of interest and perhaps some help to the Project TEACH staff. (2) Each student turned in a log of his experiences in the classroom this semester. We are trying to decide how to make maximum use of this material.

We met several times with the principals of the target area schools to determine placement of student teachers for the spring semester. Assignments have been made, instructions given, and all qualified to do directed teaching during spring, 1965, have reported for duty.

Thirty-one students took part in the secondary education participation-observation class at Markham Junior and Jordan Senior High

Schools during the fall semester, 1964. One student was asked to withdraw because of personality problems that would interfere with his working in any secondary school teaching situation.

At the present time, six students are doing a single assignment of directed teaching in the target area schools; nine are doing double assignments. The six students currently with a single assignment expect to do the second assignment during summer, 1965. From this, it would appear that fifteen of the original group will be ready for teaching assignments in the Los Angeles City disadvantaged area schools in September, 1965.

During the past two years many subject area departments have markedly raised both grade point and course requirements for those requesting directed teaching assignments. This is especially true of such areas as mathematics and English. As a result, some of our students have been called upon to take additional courses in majors or minors thus delaying entrance into directed teaching. In addition, directed teaching for secondary students has been changed from a four hundred to a five hundred graduate course.

Of the fifteen students who should be eligible to do student teaching in fall, 1965, two have stated that they were undecided about doing so in the target area schools. One student will drop out because of pregnancy. Thus we have reason to anticipate twelve students for double assignments of directed teaching in the target area secondary schools during fall, 1965.

Participation-Observation Procedures:

Memo to Cooperating Teachers

To the Teacher:

The student assigned to your class for Participation and Observation is being trained at California State College, Los Angeles, and is a prospective high school or junior high school teacher. The purpose of this field experience assignment is to help the student to: 1) gain a better insight into the problems of secondary school teaching, and 2) relate instructional theory and practice.

As a practicing classroom teacher you probably have many ideas about the kinds of experiences which prospective teachers should have. The following list is intended only to provide a few general suggestions regarding some of the activities we hope the student will engage in while assigned to your class. At your discretion, please direct the student to complete activities such as:

1. Checking assigned written work handed in by your class
2. Assisting students during a supervised study period
3. Working individually with students who are at different stages of achievement (retarded, accelerated, advanced)

4. Preparing a bulletin board related to an important topic in the class
5. Using an audio-visual aid
6. Selecting and bringing to class materials related to the particular study underway
7. Assisting with general classroom routines
8. Constructing, giving, scoring and grading one or more tests, if appropriate
9. Assisting with arrangements to take the class on a field trip
10. Making a detailed study of a number of different students in the class
11. Preparing assignment sheets
12. Checking student reports
13. Helping to prepare exhibits and to give demonstrations

It is hoped that you will be able to arrange several conferences with the student at your convenience. While the student participates in your class, he is also participating in a college class in which he is learning how to recognize and deal with instructional and curriculum development problems. From time to time, he may ask questions of you to obtain information needed for discussions in the college classroom. Please feel free to tell the college instructor of your suggestions or ideas for improving this program.

At the end of the term the college would like you to fill out a one page evaluation sheet about your Participant-Observer. This evaluation is a valuable part of the college's teacher training program. Your co-operation is sincerely appreciated.

I. Participation-Observation

Before students are assigned to participation-observation in a specific secondary school, attention should be given to questions such as:

Community - What do we know about community in which this school is located?
Where can we secure the information needed about this school community?
Student Population - What do we know about the young people who attent this school?
From what lower level schools do the students come?
Where do students of this school go after graduation?
Educational Offerings - What do we know about the organization of this school?
What curricula or courses are offered in this school?
Professional Staff - What do we know about the professional leadership in this school?
What are some of the major responsibilities of teachers in this particular school?

(1. Direct classroom learning (2) supervise co-curricular activities (3) participate in professional organizations (4) cooperate in community activities (5) counsel students

Public School - College Relationships

II. The Comprehensive Secondary School

1. Definitions
   - (a) Who attends?
   - (b) What are the central purposes?
   - (c) What forms of organization are to be found? (6-3-3, 6-6, 8-4, etc.)

2. The Curriculum of the Comprehensive Secondary School
   - (a) Definition of terms
     - curriculum
     - comprehensive school
   - (b) How did present-day curriculum develop?
     - Early day secondary curriculum
     - Era of National Committee
     - Period of Expansion and Development
     - Period of Re-appriasal (1950 -)
   - (c) What forces help determine the curriculum?
     - Students
     - Documents--(Education Code courses of study, Resource Units, Textbooks, Etc.)
     - Teachers
     - Community Needs
   - (d) How does curriculum change and improvement take place?
     - Citizen participation
     - Teacher participation
     - Professional consultant help
   - (e) How is the secondary school curriculum organized?
     - Principles determining organization
     - Broad subject areas
     - Multiple curricula
     - Logical organization of subject fields
   - (f) What are present day issues and trends concerning curriculum?
     - Selection of content
     - Organization of content

Memo

To: Student Teachers at Markham Junior and Jordan Senior High Schools

All secondary student teachers are required to do fifty hours of school related activity or service per assignment each semester. This means that those who are doing a double student teaching assignment are expected to complete one hundred hours of supplementary activity or service.

It would seem best that you not choose to do work again in areas where you received considerable experience as a participant observer. We are therefore suggesting other professional or community opportunities for growth, asking only that you give some attention to each of the three areas. Should you wish to count some educational service not mentioned in this bulletin please check with Dr. Martyn or me. Feel free to consider other activities that give promise of helping you reach your potential as a professional person.

Area 1. Subject Area Related Activity
- Attendance at a Los Angeles City Teacher Institute.
- Attendance at a professional conference or teacher in-service workshop
- Preview of audio-visual material in your major or minor subject field--but not in preparation for teaching your assigned class.
- Preview of audio-visual material related to teaching disadvantaged youth.
- Attendance at a subject area department meeting.
- Assisting another teacher with a class field trip.

Area 2. Community Related Activity
- Attendance at local PTA meeting.
- Attendance at a local Community Coordinating Council meeting.
- Participation in groups sponsored by a group work agency (YMCA, Westminster Community Center, etc.)
- Field-trip to Instructional Services Division Los Angeles City Schools
- Visit to public library serving Markham or Jordan students
- Field trip to a specialized school such as Garden Gate or Jackson
- Attendance at Los Angeles City Board of Education meeting
- Visit to a YOB sponsored youth group

Area 3. School-Service Activity
- Assist faculty at school dances or parties
- Assist faculty at sports night or school-sponsored sports events
- Assist with assembly supervision
- Assist with yard or noon supervision
- (You might ask the principal to assign you to some needed area of service)
- Assist with a dramatic or speech centered event

Supplementary Service reports should be made about June 1. They should be brief with the nature of each activity noted and the amount of time involved recorded. Detailed reports are not expected.

Cooperating Teacher Reaction Sheet:
(Participation-Observation Program)

California State College at Los Angeles

Name of Classroom Teacher ____________________ ____________________
Subject or Activity (Grade)

Name of Participating Observer ______________________

The student observer participated frequently ____, occasionally______, did not participate _____.

Nature of Participation:

_____Worked with individual students
_____Gave demonstrations
_____Assisted with routine duties
_____Checked written work
_____Constructed or grade exams

_____ Made bulletin board display
_____ Used other audio-visual aids
_____ Brought instructional materials
_____ Worked with small groups
_____ Gave short oral presentation

Other______________________________

Please Check One:	Very Satisfactory	Satisfactory	Unsatisfactory	No Opportunity to observe
The observer's proficiency when participating was . .	______	______	______	________
The observer's relationship with students was. .	______	______	______	________
The observer's attitude toward performing suggested tasks was	______	______	______	________
The observer's appearance was	______	______	______	________
The observer's attendance was.	______	______	______	________

Comments (e.g. discussion of characteristic(s) marked above, personal qualities noted, potential as a teacher, etc.)

Reading Clinic Operation - Project TEACH:

Remedial Reading (Ed. 435) was added to the trainee's program in the original application to the Department of Health, Education and Welfare. This course carries the following catalog description:

> "Causes and nature of reading difficulties and procedures for diagnosis and remedial treatment."

As normally taught, the course concentrates on the major causes for reading disability in middle-class school populations and explores avenues for diagnosing difficulties in attacking words, comprehension skills, reading vocabulary, intelligence, personality, achievement and physiological difficulties such as vision and audition. It then goes on to explain various programs for the improvement of the above, a resume of the literature and the development of classroom techniques to handle remedial problems in reading. All of these areas are concerned with improving the facility of a student to read printed symbols (words).

The following are observations which Dr. Bolling made while working with Watts area children in Project TEACH, and constitute a basis for changing the emphasis of Ed. 435 as taught to Project trainees to a more progmatic approach:

1. The children in the Watts area are almost all Negro children of an impoverished background.
2. This poverty is not restricted to lack of money; it extends to an impoverishment of cultural advantages.
3. The Caucasian child who lives in this area is as much disadvantaged as his Negro counterpart, though with less frequency, since there are so few Caucasian children living in Watts.
4. The average retardation in reading printed symbols in the Watts area is 3 years for sixth graders.
5. These children are also badly in need of learning to read multitudinous symbols other than printed words.
6. The total language facility of children in Watts is badly depressed and has led to a perpetuation of low achievement in most school subjects, including reading.

Watts' children are unable to read:

7. Authority figures without a feeling of resentment against authority.
8. The desire of teachers to help them within a framework of altruism of professionalism.
9. Social situations involving either peers or adults.
10. Themselves, as contributing members of society.
11. The purposes of formal education.
12. The subject matter of formal education.
13. A wide experiential background, for lack of opportunity to do so.
14. The middle-class textbooks to which they are exposed.

Watts' children are able to read:

15. The frustration which faces them in scholastic activities.
16. Hostility toward authority figures.
17. Physical neglect and hunger.
18. The impatience of some teachers.
19. The gang's approval of anti-legal activities.
20. The contempt with which they are omitted from school texts and other curriculum materials.

The pre-school child is subjected to a matriarchal environment, often with little supervision, but sometimes with a great deal. Families do not take trips to places of interest because there is little money to do so. In the California Negro sub-culture, there are automobiles, since there is no public transportation to speak of, the children at times get glimpses of freeways, high-rise buildings, and the ocean, but they generally do not go to museums, galleries, motion pictures, on shopping excursions (except in the immediate area) or other such activities of importance to middle class families. When they enter school, they are noted to be shy, docile and afraid to express themselves to teachers. This language difficulty is never completely overcome, so that graduates of schools in this area generally avoid the use of explanations, the use of complete sentences and conversation as a way of life. The language factor is further complicated by the widespread use of Negro slang.

Elementary school playground behavior is extremely docile by middle class standards.

The children form orderly lines, wait for instructions, play organized games under careful supervision and do not shout.

> One elementary school principal from an upper middle-class neighborhood was astounded to observe playground behavior of children in Watts when he accompanied me to the area. His immediate reaction was admiration for the self-control exhibited by these children, but was soon replaced by dismay when he observed the off-campus activities of high school students.

During the time between beginning elementary school and high school these docile children group together in homogeneous cliques. In these groups they find the strengths they had never known before. They are able as a group to defy authority at their worst or to fall into the hopelessness of the status quo. There are some students who manage to rise above the situation and literally raise themselves "by their bootstraps" to full literacy and positions of importance, but they are the exception, rather than the rule.

During the second semester of Project TEACH, while the trainees were taking student teaching, the special course in remedial reading was established. A series of lectures was designed to acquaint the trainees with the philosophy of reading advanced by Dr. Peter Spencer. Reading, according to Spencer, is an interpretive process applying to all forms of apperception. We read with all our senses, and with our brains we collate a multitude of perceptions into interpretations of social situations, authority configurations and so on.

The trainees then spent a concentrated period doing library research concerning this approach and developing materials to use in remedying deficiencies in apperception. In addition, some students spent research time in the California State College Audio-Visual Center, previewing motion-picture film, filmstrips and tapes which would prove useful in developing a vicarious experiential background.

Following this preparatory period, the trainees were given children with which to work in a clinic situation. The children were selected by Mrs. Cherry Manderbach, Principal of the Gravois Avenue School in Los Angeles. The criteria of selection were as follows:

1. Retardation in reading the printed words.
2. Culturally disadvantaged.
3. Early elementary level.

Teachers were not told of the nature of the work with the children who met with the clinicians twice a week for a total of three hours per week. In addition to concentrated presentations of the experiential materials, children were given practice in improving their perceptual skills in vision, audition, tactation, gustation and olfaction. These skills were at times isolated and at other times correlated in such activities at interpreting group procedures, aims and objectives.

No evaluative processes have been completed to date, but from personal observations and from clinician observations, Dr. Bolling has developed a high degree of confidence in the process of broad-spectrum reading.

As a result of this segment of Project TEACH, the following would appear to be conclusions which may have a degree of validity for education of the disadvantaged child:

1. Material can be developed which will give meaningful practice via sensory channels.
2. Such material can be utilized to help improve students' perceptions of more complex meanings, such as social climates and rules.
3. Such practice seems to induce more effective activities on the part of the child in his school relationships.
4. An audio-visual bibliography can be constructed that develop by vicarious experience, basic experiences some children have missed.
5. Some transfer from perception-training to reading printed symbols exists.
6. The Negro poverty-culture seems to be especially in need of such training in broad-spectrum reading.
7. The materials as developed need not be used in a clinic situation; they are especially suitable, in most cases, to small group or classroom instruction.

The importance of this small study cannot be overestimated. Further investigation may prove that (1) all perceptual activities are common neurologically, begin centered in experiential interpretation by the brain, (2) transfer is common among all sensory-experiential areas, (3) practice in perception and synthesis of experience may result in (a) increased ability to deal with the social climate, (b) increased skill in reading printed symbols and (c) a change in self-perception resulting in a more academically-aggressive personality. Certainly, additional investigation is called for.

Student Teaching:

After completing the method courses, both elementary and secondary students were enrolled in the student phase of the program. During

this part of their training they worked as student teachers in classrooms where they had previously served as observers and participants.

Of the original thirty elementary majors twenty-three entered student teaching with all of them completing the program. Fourteen secondary majors qualified for student teaching out of the original thirty-one participants.

Employment of Participants:

The Los Angeles City Schools offered teaching positions to nineteen of the elementary participants and to twelve of the secondary participants. These contracts were accepted by the nineteen elementary participants and by eight of the secondary majors.

CHAPTER IV - STUDENTS
(College Participants)

College Students Participating in Project

It was assumed by the Project staff that the success of Project TEACH would be determined in the final analysis by the number of students who elected to stay in the Project area and work with disadvantaged youth.

A folder has been kept on all college students participating in the Project with comments made by college students, master teachers, administrative staff, and Project directors included as they were made. This folder was kept up to date for at least two more years to furnish further evaluation on future activities of the college students and to aid the growing number of projects in this area.

College students took their elementary and secondary method classes in rooms provided by the city schools in schools in the target area. The elementary students were based at 111th Street Elementary School and the secondary students at Markham Junior High School. The college students then used Ritter and Compton Elementary Schools and Jordan Senior High School along with 111th and Markham for their observation and participation programs.

The college students observed demonstration lessons from Master Teachers, were assigned for a three hour participation program on a 1 to 1 basis, one college student to one master teacher. Here they had the opportunity to work directly with the children in the target schools.

The second semester, those who were qualified, did their student teaching in these same schools. From the thirty elementary majors who entered the program 26 were ready for student teaching and out of this 26, 23 finished their student teaching.

The Los Angeles City Schools has employed nineteen of these twenty-three graduates and all nineteen have requested and were assigned schools that are populated by a large percentage of disadvantaged youth. The reason the remaining four graduates were not employed is as follows:

> One student could not pass the city physical (overweight). One student is marrying and will not teach next year. Two students wish to teach in county schools.

Fourteen of the secondary majors enrolled in the student teaching program. The others were not ready due to many reasons.

Twelve of these students were hired in the area.

Evaluation of Students

During each observation and participation period of eight weeks, an evaluation of the student was prepared by the master teachers with whom they worked. These reports were in the form of check-lists of activities engaged in, plus an evaluative paragraph.

For both eight week periods of practice teaching a formal evaluation was made of each student by the master teacher with whom they worked and by the college supervisor. At times, when there was doubt about students' ability or when a problem arose, the principal was called upon to observe the student and help with evaluations. It is customary at the college for college professors to assign final grades for student teaching. The only grades possible for these students were pass, fail, withdrawn or incomplete.

Student Data

Based on information secured from a questionnaire distributed to Project TEACH trainees just prior to their graduation, it was apparent that the median age of the trainees was 27.5 years, an age that seems to be higher than the average age for California State College graduates at Los Angeles. From Gilmore and Timson, Some Characteristics of "New Law" Teaching Credential Candidates, the median age of Education Department students is 23 years. Since this study was based on a questionnaire distributed while students were enrolled in Education 400, it might seem logical to add a year and a half to two years to this figure to arrive at the graduation median age. This procedure results in a median of 24.5 - 25 years. When elementary candidates only are considered, the median projects to the same level. Thus, our students in Project TEACH were three to three and a half years older than the average.

The median grade point average falls in the interval 3.4 - 3.5 and calculates at 3.43. The scale used ranges from 4.0 for A to 0 for F. This figure is slightly higher than the figure given in the Education Grading Practices Committee Report of 1961, which gives the average grade point average for the School of Education at California State College as 3.0.

From this initial data, we may assume that Project TEACH elementary trainees were a little older and received slightly better grades than the average graduate of the California State College School of Education.

Another segment of the questionnaire dealt with the characteristics of culturally disadvantaged youth, as observed by the trainees. These were classified as positive and negative traits, although it must be admitted that some are more neutral than positive or negative. Also, it may be that negative or positive traits as classified, may represent the experimenter's or the observer's cultural bias.

The kindergarten children were noted to be eager to learn and please the teacher. They are poorly dressed as a group and cry easily. Except for poor clothing, they do not seem to be too dissimilar to any class of kindergarten children.

First grade children are observed still to be eager to please and "ready" to learn. There are many happy and cooperative children, but there are those who are not. Emotional disturbances, thumbsucking, very short attention span, fantasy orientation, low listening ability, falling asleep, enureses, withdrawnness, irregular attendance and irritability are all mentioned by the trainees as evidence of emotional strife.

There are overt signs of poverty such as a poor physical appearance, undernourishment, the fact that half the children needed baths, and stolen lunches. Some of the children, it was reported, stayed in the cloak-room until class started to guard their lunch.

There is also a lack of group feeling (cohesiveness), poor speech patterns and inadequate academic performance exhibited.

It was reported that larger children are the automatic leaders of the group and that many children challenge authority, are impolite and ready to fight, even at this tender age.

One-fourth of the first graders are reading adequately for this level. This compares unfavorably with middle class schools where over 60% achieve this level, and it often approaches 85%.*

One of the positive traits at second grade level is "respond to challenge." Spontaneous eagerness has now changed to an awaiting for stimulation. As a matter of record, only the fourth grade and sixth grade observers mentioned "eagerness to learn" again, and these applied to some children, not most children.

The children at the second grade are called courteous, but silent. Another observer notes an acute lack of self-confidence. Thumbsucking is again noted. This device of a hungry, insecure person is also repeated at the fourth, fifth and sixth grade levels. This investigator notes thumbsucking as a constant device at all grade levels in the elementary school. Presumably it offers a degree of oral satisfaction to replace other needs.

By the third grade, there is satisfaction in being in the high group. The children in this group are more secure than the children in lower groupings. The children are noted to be friendly with the teacher. They respond well to enthused teaching.

A direct correlation between degree of poverty and achievement levels was noted by several trainees. Poorer children achieved less well than their more affluent neighbors. Even these children are poorer than the average, however, and it was noted that these children, as a group, responded at the first and second grade level of achievement. At this level there is a high percentage of retentions, apparently an effort on the part of the school staff to raise standards by re-exposing the failures to the same curriculum again.

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*In consultation with two instructors of Methods classes at CSCLA.

Emotional insecurity is noted once again. The low group is especially prone to these symptoms, though they are reflected by most of the children in the class. There are few friendships between children. The children are hungry and sleepy and frequently go to sleep at their desks. They become tired easily, and are tiny in stature.

A lengthy check list was given to both the elementary and secondary majors to determine their feelings and attitudes about various parts of the program. The results are summarized in the following paragraphs.

Elementary Majors

What changes would you advocate in Ed. 412 AB for training teachers of the culturally disadvantaged child?

Frequency:	
2	more study of the background of culturally deprived
2	more group discussion of problems
2	specific methods for C.D. children
2	study more case histories
2	require attendance at local cultural affairs
2	prepare the supervising teachers better
1	theory should be held at minimum
1	actual practice at maximum
1	get out into community more
1	we need methods for teaching complexities
1	stronger pace in methodology
1	more "hows" and "whys" of lesson plans
1	more specifics in subject matter
1	"trainees" should be identified as teachers to children, not students
1	more individual work with children
1	speakers (interdisciplinary) should have been brought in earlier
1	more emphasis on remedial needs of C.D. children
1	more emphasis on enrichment

Selected comments:

One of the difficulties was not having a basis for comparison of middle class and C.D. children.

The idea of breaking down lessons into extremely simple step-by-step operations was good and should be pursued further.

What was your reaction to the observation and participation experience?

Frequency:

4	more observation of good teaching
3	it helped me identify the needs and problems of C.D. children
3	teachers should have been better prepared
2	gave time to overcome initial negative reactions and prejudices
2	discussion sessions were very helpful
1	one class showed a lack of organization and planning
1	observed some disciplinary actions I did not approve
1	permitted to do some actual teaching
1	it helped me identify the pitfall of teachers in this area
1	a strong point in the program
1	we were eased into the C.D. situation with this procedure
1	teachers were most generous with their time
1	exposure to more than two grade levels
1	appalled at the general calibre of the teachers
1	learned to suppress feelings
1	should have had an opportunity to try the teaching methods discussed in Ed. 412 AB
1	all observations should have been followed by two evaluations - one with the demonstration teacher and one with the college instructor
1	should have been one demonstration of a parent-teacher conference
1	students should also observe the community

Selected comments:

We became aware of the falseness of the 'expected response' myth.

I discovered why culturally deprived children make culturally deprived adults - culturally deprived teachers!

Each observation was one we could hold as an "image" for better teaching.

I felt that it helped a great deal when it came to student teaching, to have had the freedom that one had in working with children in observation and participation.

The training teachers should let the student teacher try his own methods of maintaining discipline.

The training teachers should be aware of the philosophies that the student teachers are exposed to during Ed. 412 AB.

What was your reaction to the demonstration lessons you observed?

Frequency:

7	well organized and valuable
5	unreal, children under too much pressure

3	unreal, pre-set questions used rather than creativity
3	too many observers in a single class
2	more demonstrations
1	should be during student teaching
1	should be demonstrations in the arts
1	conference with the teacher very good
1	discussions in class very good
1	each demonstration lesson should have used an A-V accompaniment to substitute for each of the child's experiences
1	should have seen the follow-up lesson for each
1	more discussion in college context needed
1	all teachers should furnish lesson plans
1	no changes necessary
1	little attention paid to the emotional needs of pupils
1	good rapport between principal and faculty

Selected comments:

I have named these "pseudo-situations." The extra preparations of the teacher and the 30 pairs of staring eyes do not permit a normal lesson.

I especially enjoyed Mrs. __________ two demonstration lessons at __________.

Excellent cross sampling of abilities of master teahers.

There are many ways of being a "good teacher!"

Same demonstrations seemed fatuous and sterile - devoid of all love for learning, and hooked to inservice techniques, under complete subservience to ratings, etc.

The perfections of these lessons were frustrating until I realized that these teachers were selected for this skill.

The master teacher was an excellent teacher who through some mysterious means, always managed to stay within a strict schedule.

Most of the teachers did not seem to feel self-confident enough to demonstrate before such an audience.

He (the teacher) was constantly striving to improve the children's self-concept.

What was your reaction to your student teaching assignments? Changes?

Frequency:

11	wonderful experience
5	very discouraging
4	disagreed on methodology I was forced to use
4	master teacher needs more training (General Topic)

3	though I knew I wouldn't enjoy it, I really did
3	master teachers should understand the problems of the culturally disadvantaged
2	teacher expected me to teach all day at the end of the second week
1	pressures by teacher were almost unbearable
1	supervising teacher expected and received the best
1	resented criticism of unimportant things
1	master teacher was against the project
1	freedom to consult college supervisor excellent
1	principal went out of his way to make me feel at home
1	teacher encouraged me to do things MY way
1	master teacher taught as if teaching middle class children
1	learned devices to lessen discipline problems
1	neighborhood visits should be required
1	need inservice meeting of all master teachers
1	teacher unsure of herself
1	teacher was under too much pressure from college staff
1	too many discipline problems that even the teacher couldn't handle
1	student teachers should have the opportunity of studying course outlines a week or so before student teaching
1	I began to learn when I began to teach
1	my master teacher was trying to be an administrator
1	too much concern with schedule
1	above-average children were neglected
1	need more methods before student teaching

Selected comments:

The teachers at __________ have a great deal of concern for their children. They want to help them and so they will change the program to fit the needs of the child.

She brought out many qualities in me that I never knew I possessed.

We received much more than any other methods or practice teaching group on our campus.

It would seem logical that just as the training teacher is evaluated by the master teacher, the converse should be true.

When the master teacher is motivated to give the student teacher "hell on earth," he should be removed.

My intellectual senses naturally recoil from liking anything so much and with such robust abandon.

The love motivation for teaching C.D. children should be secondary to teaching.

I believed I learned more in that eight weeks about teaching and children, than I had learned in my entire college training.

I don't think the master teachers should use college students to prepare vast amounts of follow-up work or endless bulletin boards.

It is much easier to control a class when the teacher is well organized.

Student teaching is difficult enough without insecure master teachers.

I worked hard and learned a great deal.

The students began to ask unnecessary questions, ask permission to go to the bathroom, and a few cheated. I had to establish my own standards.

What was your reaction to Ed. 435?

Frequency:

8	good experience
5	longer work periods
5	more structuring needed
4	initial negative, turning to positive
4	great potential
3	given at wrong time
3	good carry over to classroom
2	children need diagnostic work
2	should be held in target school
2	right time to offer the course
1	uniquely applicable for C.D. children
1	Negro children would have been more appropriate
1	good to see children so "motivated"
1	findings of group should be shared

Selected comments:

Use the games and activities the students make more.

As time went on, the logic of providing the child with primary sensory training as a phase of reading became clear.

This is "just what the doctor ordered" for the slow readers in culturally deprived areas.

The school sent children who were classroom problems rather than poor "readers."

I learned how to develop effective reading and speech patterns from this class.

Through speech and other communication skills, minds meet and express their emotions and conduct most of their daily reactions with others.

Do you feel you are better prepared than the average new teacher for teaching in culturally disadvantaged areas?

Frequency:

14	Yes
2	I'd not been able to communicate
1	if it had not been for this program I would not start teaching in a C.D. area
1	have learned "special" techinques
1	I better understand why these children are the way they are
1	have learned not to make generalizations and oversimplications
1	have been able to explore many myths
1	I learned what to expect
1	it has reinforced my desires to teach in this area
1	we are better prepared to get along with the Negro teachers already in the schools
1	we know how to avoid pitfalls by observing extensively
1	the Project has reduced the shocks many new teachers will feel
1	I feel I have more flexibility to change to meet the needs of individuals and groups

Selected comments:

Yes, I have been there, I have seen, I have discussed, thought and planned.

On the whole, I am better prepared due to the myriad contributions of Project TEACH.

Preliminary discussions with educators made us more aware of the problems and generalizations they made, though I found some of them extreme.

The first-hand experience we have had in this area is more valuable than anything we could have learned in a text.

Many students saw the reaction of a hungry child. This is different from reading about the reactions of a hungry child.

What specifically could be done to improve your preparation for teaching in culturally disadvantaged areas?

Frequency:

1	better knowledge of subject matter
1	more forum discussions with principals and teachers
1	include discussions by middle-class school principals
1	collect stories and pictures which relate to the Negro students' experiences
1	invite successful Negroes to talk with students
1	read more and more research
1	prepare reading games
1	spend more time on classroom control

1	have some demonstrations in a middle-class school
1	hold seminars to discuss problems
1	change course of study making it more flexible
1	protect me from staff members who don't love the Negro child
1	provide more efficient tools of communication
1	inservice classes for teachers
1	give more freedom in presenting my own methods
1	talk more to parents in the area
1	get out more into the community
1	talk by some of the community leaders

Selected comments:

We need a more thorough knowledge of the hopes and aspirations of the citizens in the communities where the culturally disadvantaged children are located.

In this area the child is frequently beaten, sometimes without mercy and in a moment of anger by the teacher.

Illustrate more ways in which I can identify with, empathize with and understand the child in a culturally deprived area.

It would seem that the teachers' opportunities for advancement in the profession rests as the prerequisite of being brainwashed to the cult of the "expected response."

Strenghts and weaknesses of the Project - point of view - students.

Strengths

Frequency:

6	close contact with our professors
6	the group had great closeness
6	working with the children
4	gained understanding of Negro culture
4	being able to see first hand what we were talking about in class
3	felt a part of the teaching staff early
2	the group had great enthusiasm
2	made possible, more time in observation and participation
2	guest speakers were valuable
1	the high note of idealism
1	a problem was identified before facing it
1	fine teachers were trained
1	opportunity for free expression of diverse opinions
1	location of the Project
1	selection of master teachers excellent

Weaknesses

Frequency:

7	master teacher was not adequate
1	not enough time to gain complete understanding

1 not enough time to expand on theories and experiments
1 college staff did not always agree
1 some students were not discrete in their relationships between college and public school staffs
1 only the weaknesses of any new program
1 methods based on middle-class values
1 overlooked the authority of those already in the area
1 lack of guide for master teachers
1 trainee needs more background than 1 year

Selected comments:

I only know that my second experience was with a person who thought that he knew everything and that no one else could possibly be right.

The major weakness of the project lay in the failure of master teachers to understand the Project, and to allow us the freedom to put ideas into practice.

We always had someone with whom to discuss problems.

Secondary Majors

Major and Minor Fields of Study of Students

Major

Frequency:

7 history
4 physical education
3 industrial arts
2 business education
1 math
1 art
1 speech
1 home economics
1 French
1 English
1 drama
1 social studies
1 biology
1 chemistry

Minor

Frequency:

6 social studies
4 English
3 history
2 physical science
2 philosophy
2 health, safety

2	anthropology
1	industrial arts
1	art
1	drama
1	mathematics

Double Minor

English?

Major-Minor Combinations

Frequency:

3	physical education-social studies
2	history-anthropology
2	history-English
2	history-philosophy
1	psychology-industrial arts
1	physical education-art
1	math-physical science
1	industrial arts-social studies
1	art-history
1	speech-drama
1	industrial arts-physical science
1	French-English
1	history-health, safety
1	English-history
1	drama-English
1	English-social studies
1	social studies-health, safety
1	biology-math
1	chemistry-history

Why did you join Project TEACH?

Frequency:

21	Interest
6	Convenience (time location)
0	Friends
0	Mileage

Others:

Self help to Negro student; expidited my program; something had to be done; wanted the opportunity to observe and work with this group; wanted involvement in rights struggle on long term basis; wanted to test my fitness as a teacher; my previous observation class was shifted to the Project.

Relationship between Education 400, 410, 493, and application in Target area.

Education 400 - Historical, and philosophical foundations of education

Frequency:

10	some
6	didn't have
5	class too theoretical
4	instructor tended to strees this area
4	much
4	little
3	sociology section most helpful
2	none
1	more at Markham than at Jordan
1	education courses are of little value
1	very little new

Education 410 - Psychological foundations of education

Frequency:

8	some
8	much
7	little
3	didn't have
3	discovered ways of approaching students
3	broader understanding
3	concepts and theories useful
2	taught me to be more open-minded
1	class to theoretical
1	none
1	too much growth and development
1	too much like a review of the Psychology 150 course
1	learned more at the "Y"
1	learned ways the teacher will be frustrated and angered
1	useful to a teacher
1	experienced teacher helpful
1	learned about children's perceptions to their environment

Education 493 - Methods and materials in secondary school subjects

Frequency:

7	didn't have
7	some
6	few
5	many
3	none
2	unreal to the situation
2	too middle class
2	basic to teaching
2	lessons plans helpful

1	too much on lesson plans
1	a complete flop - only student reports used
1	new and novel approaches
1	student role-playing helpful
1	excellent course
1	social studies course

Strong points in Project TEACH.

Frequency:

20	working in an actual C.D. classroom
10	involvement with a working school
4	seeing people interested in helping
3	challenges the student
2	travel money a real help
2	service hour was unique and rewarding
2	gained insight
2	close contact with classmates
2	high degree of participation allowed by many teachers
1	take away fear
1	purpose of the participants
1	close relationship with college instructor
1	realistic approach rather than crusading approach

Weak points in Project TEACH.

Frequency:

6	not long enough
4	too few units allowed
4	long and more seminars
3	none
2	didn't get to know classmates
2	classes not closely related
2	service hour should be spread to more experiences
1	hardly any
1	people aren't aware of the Project
1	needs to be broadened
1	observers were not allowed to participate (isolated core)
1	need more time for weekly seminar
1	need curriculum textbook
1	should be exposed to home situations
1	we should be exposed to a "normal school"
1	lack of discussion in group
1	limited to Negro area
1	need more required reading

Additional data is presented in the report on Secondary Teacher Preparation.

Follow-up of Participants

A follow-up questionnaire was administered to the principals in May, 1966. The results are as follows:

A. Professional Training:

"Very well trained," "Sincere and willing to learn," "Good," "Strong," "Interested in doing a good job," "Superior," "Above Average," "Average to above average," "Better than most."

The above represents a summary remark by respondants. There were no negative comments. When this area is reduced to components, the following distribution of ratings is seen:

	Worse	Same	Better	Much Better
1. Quality of planning		2	9	3
2. Use of effective instructional techniques		3	8	3
3. Attention to effective environment		5	6	3
4. Ability to arouse interest		3	6	5
5. Attention to class needs		3	6	5
6. Development of pupil morale and self-discipline	1	2	5	6
7. Individual differences		1	8	5
8. Communication	1	5	3	5

By the end of the first school year, then, according to the principals, the overall quality of planning is better than at the beginning; instructional techniques are better; attention to effective environment is the same or better; ability to arouse interest is better to much better, as is attention to class needs, development of pupil morale and self discipline and individual differences. In the area of communication, teachers' growth is perceived of as either the same or much better. The division of opinion in this item may be due to the wording of the question, which did not distinguish between pupil communication and peer communication.

The point is that TEACH students started out with better than average professional preparation according to the principals and, on the average, grow faster than other beginning teachers.

B. Academic Competence. Interns of subject matter preparation.

Remarks include: "Compares well," "Prepares carefully," "Better," "Above average," "More depth," "Superior," "Outstanding," and several "Goods." When the question is phrased to include knowledge and use of basic skills, "Outstanding," "Superior," "More confident," "Compares favorably," "Above average," "Average," "Compares well," and several marked "Good." Again it is seen that Project products are perceived of positively and with enthusiasm by principals who know beginning teachers very well.

C. Human relations.

The ability to get along with others was not specifically planned for in Project TEACH, but the remarks ranged from "Outstanding" and "Excellent" to "Above Average" and "Average." None of the students were rated below average in this respect. Only one student was downgraded on a single item and this was in the area of "Dependability," which the principal interpreted as meaning "Punctuality."

D. Major strengths and weaknesses.

The following represent statements concerning principals' evaluations of Project TEACH first-year teachers:

Strengths	Weaknesses
Science	Reading
Social Studies	Consistency
Planning of lessons	Control
Enthusiasm	Techniques (of handling problems)
Compassion	Overweight
Control	------
Ability to relate	Techniques
Working with poor children	Demanding of children
Empathy	"Mothers" children
Intelligence	Frightened of area
Rapport	Discipline
Understanding	------
Creativity	------
Understands children	Discipline
Control	------

It is important to note that in the experience of this investigator, TEACH students are perceived to have more of the traits commonly associated with more experienced teachers (control, ability to relate, rapport) and few of the problems normally associated with new teacher, such as discipline.

E. Present quality and potential for teaching.

Present Quality

very poor	poor	average	good	very good
		3	3	9

Potential

very poor	poor	average	good	very good
			1	14

None of the teachers are perceived of as being below average. Indeed, only three are judged as average in their first year! All are perceived to have the attributes necessary to become superior teachers.

CHAPTER V - IMPACT OF PROJECT ON COLLEGE

As a result of the exprit-de-corps established within the School of Education several activities have been undertaken as the result of Project TEACH. They are summarized in the following paragraphs under the following headings: Institutes, Regular Programs, Other Projects.

Institutes

The college offered an NDEA Institute for sixty teachers of disadvantaged youth during the summer of 1965. The problems were approached from an interdisciplinary point of view.

A four week workshop was held for elementary school teachers of Mexican-American children. The workshop developed techniques and procedures for facilitating the achievement of Mexican-American school children. Scientific techniques developed by behavioral scientists were used rather than the traditional lecture-discussion method.

The above concept was expanded and offered during the summer of 1966 as an NDEA sponsored institute for sixty teachers of Mexican-American youth.

The college has been selected for the summer of 1967 to offer another NDEA Institute for Supervising Teachers of Secondary Student Teachers who will teach in the disadvantaged areas.

Regular Programs

The School of Education has made extensive use of the concept based on on-site programs on off campus programs. This is true for both Elementary and Secondary programs. Method courses in both areas are being taught in off campus sites located in the public schools. At the present time about two hundred elementary majors and sixty secondary majors are involved in such activities.

In addition sections of the foundation courses such as Educational Psychology are being taught in such sites. This enables the students to observe learning problems exhibited by public school children instead of just talking about them or watching rats work their way through a maze.

Other Projects

Recognizing the need for school administrators to be aware of the problem facing teachers a sensitivity program was developed by the Department of School Administration and Supervision. This was funded under the Civil Rights Act.

Project "GAP"--Teacher Growth, Pupil Achievement, School Progress was developed and funded under the Mc Ateer Bill S.B. No. 482, State of California. This project attacked the problem of dislike of school by developing teacher leadership skills (class group interaction processes) as that the satisfaction of all children for school and their class groups would be substantially increased.

The School of Education and the Pasadena City Schools are developing a Demonstration School and Research Center at Lincoln Elementary School in the field of Compensatory Education. Again this is funded by the Mc Ateer Bill S.B. No. 482.

The School of Education was selected as one of the participants in The National Teacher Corps program and based its proposal upon the results of Project TEACH.

New Course Proposals

Two new course proposals fro pre-kindergarten programs have been developed by the department of elementary education under the guidance of consultants from Project TEACH. These courses will be used for in-service preparation of teachers and aides involved in such programs as Head Start and State sponsored programs.

Practices for Facilitating the Achievement of Mexican-American Elementary School Children

As Project TEACH proceeded through the year, Dr. Bany and Dr. Hanna saw the need for a different approach towards facilitating achievement and developed a workshop, employing techniques developed by behavioral scientists rather than the traditional lecture-discussion methods.

This approach was tried out for six weeks with selected teachers from the Los Angeles City Schools.

The success of this experimental program led to the offering of this workshop during the summer session of 1965.

Remedial Reading Proposal

Dr. Bolling is preparing a proposal to further extend his investigations into the realm of the broad spectrum reading approach as it applies to culturally disadvantaged children. This proposal is now in rough form.

Master of Arts in Education, Area of Special Interest: Urban Education

A flexible program designed for students with special needs not covered by other majors in the M.A. in education. Permission to take

this option must be secured from the Chairman of the Division of Education.

1. **Prerequisites:**

    a. **Two years teaching experience, or eighteen (18) units of upper division education and related courses approved by the advisor.**
    b. **Approval of a division committee based upon meeting proficiency standards.**
    c. **Approval of the division chairman.**

2. **Area of Concentration:**

    Education 500 - Educational Investigation and Report 3
    Education 599 - Graduate Project 4

    Additional courses in the field of education selected with the approval of the advisor to meet the special needs of the student. (Courses used to satisfy requirements for teaching credentials may not be used to satisfy this requirement.) 9-17

3. **Courses outside the field of education selected with the approval of the advisor. 6-14**

    Total minimum units 30

4. **Justification:**

    A flexible program of graduate study is needed to provide students with an opportunity to concentrate in an area of special interest. The program and degree would meet the needs and desires of a wide variety of students without the necessity of developing numerous programs for a limited number of students. Some areas in which this program could be beneficial are reading, arithmetic, curriculum development, programmed instruction, educational broadcasting, and Urban Education.

Specific Steps that a Student and Sponsor Must Follow for Implementing the Master of Arts in Education: Special Interest

Prerequisites:

1. **Two years teaching experience or 18 units of upper division education and related courses approved by an advisor.**
2. **An upper division grade point average of 3.0 or better, or meet the College requirements on the Aptitude Test of the G.R.E.**
3. **Complete the Advanced Test in Education of the G.R.E. with a score of 350 or better.** Under extenuating circumstances the Advanced Test in Education may be replaced by another test with the permission of the Division Chairman. A student who does not meet the requirements here stated may be permitted to continue by an appeal to

the Credentials and Degrees Committee.

4. Meet other proficiency standards as may be deemed necessary by the Division Credentials and Degrees Committee.
5. Approval of the Chairman of the Division of Education. (It is the student's responsibility to make arrangements for all tests at the testing office, and to submit the scores on such tests to his sponsor.)

1. The student must go to the division office, fill in file card, and make an appointment with the Division Chairman or his representative. (File card will contain such information as test scores, address, phone number, area of special interest, sponsor's name, etc.)
2. Division Chairman or his representative will interview the student and will assign an advisor for the student. (Must have advisor's permission)
3. Advisor and student will have a screening interview. The student must have a copy of his transcript and any other records that the advisor may require.
4. If advisor accepts the student then he becomes the student's sponsor.
5. Sponsor and student will develop a program of studies for the student, and complete the required forms such as "Program for Master of Arts Degree: Special Interest."
6. Advisor and the Division Chairman will act upon the program.
7. Sponsor will be responsible for completion of folder which is to be kept in the Division Office, the file card, and his private folder on the student.
8. Sponsor must assume the responsibility for submitting proper forms to the Graduate Studies Office and for aiding the student in complying with all College regulations for advancement to candidacy and for graduation.
9. Sponsor is responsible for seeing that the student complies with all regulations concerning the project.
10. Sponsor is responsible for conducting the comprehensive examinations in compliance with division policy.

Future Expansion of this Program to Other Colleges

This program will have an impact on other Teacher Training Institutions. We have been told by the Los Angeles City School Administration that they are requesting other institutions which train teachers in their schools to look over our programs and use them as guide lines. We have met with several representatives of other schools in the in-formal sessions and passed this information on to them. We have many requests for information concerning our programs from out-of-state institutions. All have been answered and told as soon as results are checked and verified, they will receive copies of all material being developed.

The following vehicles can be counted upon to help spread the program to other institutions:

1. Publications by Project TEACH staff in professional journals and books.
2. The Report of the Project.
3. The availability of staff members as consultants to help other colleges.
4. Personal contacts by Project staff with their colleagues all over the country.
5. The graduate students produced here who will undoubtedly be in demandby colleges and school systems.
6. On-going systematic summer institutes.
7. Publication of the City Schools and State Department of Education.

CHAPTER VI - IMPACT ON PUBLIC SCHOOLS

The following are remarks by Target Area administrators and teachers. The remarks were not solicited, but turned up in conversations and were recorded from memory.

They show the high degree of enthusiasm with which the project was met in the area. Several remarks indicate some very interesting observations:

1. Teacher transfers to the target area are increasing.
2. Teachers in the area are being stimulated to much greater effort.
3. Parents are showing a less critical attitude toward school.
4. The teaching process has improved.
5. Teachers are gaining more insight into problems of administrators (and, we presume, vice versa).
6. College professors working in the Project are more realistically oriented to problems of the area than professors who normally teach courses about culturally disadvantaged children.
7. Beginning teachers (trainees) now have more of a chance to succeed.

Impact on the Target Schools

Reports to the project staff by principals and administrators indicated that the project involvement of schools in the target area had a tremendous impact on the morale of the teachers in this area.

One principal reported, "that for the first time since he had been principal, teachers from other so-called advantaged areas were requesting to be transferred into his school."

One principal in the target area complained because three teachers who he wanted to transfer to other areas in the city had decided to stay. (These were weak teachers who he wished to transfer so he could replace them with graduates from Project TEACH).

Note: Due to the shortage of teachers, teachers are not required to transfer and new teachers are allowed to teach in areas of their choice.

Statements of need for teacher training for areas of cultural deprivation.

Teachers are definitely upgraded in their teaching performance because of the impact of Project TEACH, the Project staff, and the students who participate. It constitutes highly effective professional stimulation.

In the case of some teachers, they have worked along for years and now they feel that there is interest in and recognition of them and the problem of teaching culturally deprived children.

Some teachers became much better teachers.

---Principal of a Project
Elementary School---

Parents seem more interested in the school and more satisfied with the school program, as indicated by fewer complaints and inquiries. Of course, we have some teachers who are not the best--as do other schools--but still the number of parent complaints has decreased this year during the operation of Project TEACH.

---Principal of a Project
Elementary School---

Teacher recruitment has been improved since the Project is here. There are more teachers evidently, who will consider teaching in our schools than would before. At times there was only one teacher applying for an opening and we had no choice-we had to accept that person. Now the recruitment problem seems eased.

---Principal of a Project
Elementary School---

I did student teaching in an "ideal" school and it did not prepare me for this school. It was ____St. School (a training school) and the children were not like these. It took me a long time to adjust to this and I feel strongly that students should have experience in these schools.

---An Elementary Supervising
Teacher---

It would be difficult--perhaps impossible--to prove statistically, but the teaching has improved. Of course, the teachers have had to plan more carefully and the teaching is much better. The Project has had many results and this is one, although it is hard to prove.

---Elem. School Principal---

Our teachers have used "teaching muscles" they have never used before and that they probably didn't know they had.

It is not just the teachers in the Project, but all the teachers are part of it and are stimulated.

---Vice Principal in
Elementary School---

The teachers in the Project have learned some very important things and have had their eyes opened to the work of the administration and supervision since they have worked with students in those capacities. They have had to do the evaluating and it has taught them a great deal.

---Principal of Elementary
School---

I had a course a couple of years ago at (University) on culturally deprived. Those professors had never been in a school like this. You would tell them something and they didn't believe you. They've never been here. The leadership in this is different and I am all for it.

---Elementary classroom teacher---
Observation and Participation.

How many of the teachers in this school do you think are real supervising teachers? That is, qualified to do the job? We need to give them help--more help than we did--to do this job. Yes, we had pre-semester sessions, but more should be done.

---Elementary School Principal
of Project School---

Too many times a beginning teacher who starts here is completely at a loss. Very few of them are successful. I have one young woman now who is doing well, but she is an exception. Most of them cannot understand the problems and adjust to them. They just don't have adequate background and they drop out.

---Elementary School Principal
of Project School---

The summer of 1965 was the time of the "Watts Riots". All of the college participants in Project TEACH were assigned to schools in the area and none of them requested assignments in other areas. Only two of the participants left the area during the fall of 1966. Both leaving the district for various reasons.

Dr. Jack Mc Clellan is Assistant Superintendent of the Los Angeles City Schools and is in charge of South District, where the target area is located. His feelings are reflected in the two letters that follow. We have had thorough cooperation on the part of Dr. Mc Clellan and Mr. Lamsan, his predecessor.

COPY

March 30, 1965

Dr. Lyle Hanna, Associate Dean
School of Education
California State College at Los Angeles
5151 State College Drive
Los Angeles, California 90032

Dear Dr. Hanna:

As we approach the end of Project TEACH, may I express my appreciation to you and your staff for providing such an outstanding program for our schools.

The administrators of Ritter, Comptor Avenue, and 111th Street Elementary Schools speak enthusiastically about the project, and the teachers who have participated have been most complementary.

We believe the assignment of student teachers to these schools has made the faculty aware of the need to analyze their own educational program and to improve the quality of instruction. The privilege of having a student teacher in the schools has been stimulating to the community as well.

We have found the students assigned to be of high calibre, and we believe they have contributed to the education of the children with whom they worked.

The professors assigned to the project have given of their time and energy to develop a teacher capable of conducting a strong educational program in schools for the culturally disadvantaged.

We think so highly of the program and the excellent manner in which these students have been trained, that I have asked my personnel director to speak with each group of student teachers regarding acceptance of a contract to teach in the Los Angeles City Schools. It is my hope that most of the students trained in our three schools will be assigned to schools in the culturally disadvantaged areas as classroom teachers. We have vacancies and are ready to place them if they sign contracts with the Los Angeles City Schools.

May I ask that you consider us again if you should extend Project TEACH for another year. We have capable teachers who could train, and we are anxious to assign teachers trained to teach in the culturally disadvantaged areas.

Sincerely,

Jack Mc Clellan

JM:fm

PREPARING TEACHERS OF THE CULTURALLY DIFFERENT

A REPORT PREPARED BY
THE LOS ANGELES STUDY GROUP ON TEACHER EDUCATION
FOR THE
LOS ANGELES CITY BOARD OF EDUCATION

JANUARY 14, 1965

REPORT TO THE LOS ANGELES CITY BOARD OF EDUCATION BY THE LOS ANGELES AREA STUDY GROUP ON TEACHER EDUCATION

JANUARY 14, 1965

AGENDA

Mr. Oren H. Dickason	Supervisor of Teacher Training, Los Angeles City Schools Introductory Remarks and Introduction of the Chairman of the Los Angeles Area Study Group on Teacher Education
Dr. Dale L. Knapp	Associate Professor California State College at Los Angeles and Chairman of the Los Angeles Area Study Group Introduction of Members of the Los Angeles Area Study Group, and Program Participants 1. California State College at Los Angeles Dr. Lyle Hanna, Associate Dean School of Education 2. San Fernando Valley State College Dr. Charles H. Heimler, Chairman Secondary Teacher Education Department 3. University of California at Los Angeles Dr. Norman Ziff, Associate Director Elementary and Secondary Supervised Teaching 4. University of Southern California Dr. Donald Wilson, Professor of Education Assistant Director of Teacher Education 5. Discussion and Question Period 6. Summary and Adjournment

PRELIMINARY NOTE:

What are area colleges and universities doing to prepare teachers to work with culturally different children and youth?

Today's meeting is an attempt to give at least a partial answer to this question. The enclosed materials and corresponding oral reports show clearly that area institutions of higher education have taken their charge seriously; i.e., they have been responsive to the needs of the culturally different as these have been made evident by Los Angeles City School officials and school faculties.

Board Members and other interested parties will find, for example, that college courses are being moved off-campus into more realistic public school settings. Observation and student teaching experiences are being reorganized around the needs of the culturally different. Professors have been busy not only in producing research studies, but in studying and digesting the excellent reports which have been prepared by the Los Angeles City Schools' professional staff, as well as those found in texts and periodicals. In brief, area institutions have been working closely with Los Angeles City Schools in what is proving to be a proud and productive partnership.

Both the Los Angeles City Schools and the cooperating institutions realize that the problem of educating the culturally different is not resolved. They plan to continue their close working relationships to strengthen existing programs, and when necessary, to initiate new ones in an effort to realize their common commitment to quality education.

Dale L. Knapp, Chairman
Los Angeles Area Study Group on Teacher Education
and
Associate Professor
California State College at Los Angeles

Oren H. Dickason, Executive Secretary
Los Angeles Area Study Group on Teacher Education
and
Supervisor of Teacher Training
Los Angeles City Schools

LOS ANGELES CITY SCHOOL DISTRICT

PROJECTS AND PROGRAMS PREPARING TEACHERS FOR TEACHING IN DISADVANTAGED NEIGHBORHOODS OF LOS ANGELES CITY BY LOCAL TEACHER TRAINING INSTITUTIONS IN COOPERATION WITH THE LOS ANGELES CITY SCHOOLS

California State College at Los Angeles

Project TEACH

This is a two year curriculum development project funded by the Department of Health, Education, and Welfare.

The over-all purpose of this study is to recommend new curricula that will help Teacher Training Institutions prepare more knowledgeable teachers for schools that have a high percentage of disadvantaged youth.

This investigation will produce recommendations for undergraduate, graduate, and in-service training programs.

This study is using an inter-disciplinary approach with consultants from Psychology, Sociology, Anthropology, and Education, being utilized in course development and in the writing of syllabi.

Sixty college students, thirty Elementary majors and thirty Secondary majors, are engaged in a participation-observation program in selected schools in the Watts area. They will continue on the second semester of this year and do their student teaching in the same schools. These students will be followed through their first year of teaching by members of the project team analyzing the problems that confront first year teachers of disadvantaged youth.

Utah Street Project

The Utah Street Project under the direction of Dr. Cleo O. Cook, is a special program for the preparation of teachers of the Educationally Disadvantaged in Utah Street School of the Los Angeles City System. This Project was set for three semesters starting February, 1964, and continuing to June, 1965. No special funds were used to cover this Project.

The problem being investigated is as follows: Would a program that permits pre-service teaching experiences in this school assist insight and "know-how-can-do" that would result in successful teacher performance and in recruitment and retention of able teachers in such a school as Utah Street School?

Twenty-four Elementary majors are participating in the program. The first semester they receive their general elementary method course, meeting in the school four days a week, and observing and participating one and one-half days a week. The second semester they do their student teaching assignment working one quarter with primary students and the second quarter with intermediate students.

Malabar Language Development Project

Director Miss C. Amsden

The purpose of this project is to determine the patterns of language development among children living in the Spanish-English speaking community of Boyle Heights in East Los Angeles, and to find effective methods of developing both languages in these children, two to four years old, so that the children will be better able to communicate both verbally and graphically when they enter the primary grades of the public schools.

The original purpose of this project was solely to increase children's awareness of language so that they could learn to read better. Thus, it is possible that the regressive pattern of academic achievement noted by so many researchers among American children of Mexican descent, may be a direct result of early and prolonged language confusion and/or retardation, thus widening the original scope of the project possibilities.

Children two to four years old meet five mornings per week from 9:00 a.m. to 11:30 a.m. Their program follows accepted pre-school procedures, but is primarily language-development oriented. In addition to the teacher, two parent assistants are used each morning. The teacher visits in each child's home one afternoon a week, reading, playing, and listening to the pupil when he talks.

Then children will be channeled into K-3 classes that are highly language oriented and taught by Spanish-English speaking teachers.

This program has been referred to by many parents as "one of the most important projects to be undertaken by one of the elementary schools in our community."

Jefferson High School Project

(A presentation of this Program was made to the Board of Education on July 23, 1964).

Director Mrs. Elsa May Smith

In October, 1963 an instructor took a class of fifteen students in Secondary Education into Thomas Jefferson High School for a program of instruction, observation, and participation. Previous to the entrance of the college students into the school, there was cooperative planning by the public school faculty and the college. The teachers in the school, the college students, and the college faculty, had a clear understanding of what was to be undertaken and the working relationships that were to be maintained.

The college students who elected to work in the experimental program consisted of seven women and eight men. Seven of the students were college graduates, seven were seniors, and one was a second semester junior. All met the scholastic and physical requirements set up by the School of Education for admission to the secondary education credentials program.

The college students spent two to three hours daily in the high school with time divided between working in the classroom with a teacher in their major or minor subject areas, in giving help in some of the service areas of the school or community, and in class work under the direction of the college supervisor. The college students were quickly accepted as members of a cooperating faculty. They helped as well as received.

Throughout the program students supplemented their experiences in the school with field trips to community agencies, with visits to contributing schools, and with identification of cultural and educational resources within the Los Angeles community.

Among the advantages of the Jefferson High School Program that the college students consider important are the following:

(1) Opportunities to work directly with high school students, individually and in groups.
(2) Opportunities to learn "how" by close observation and actual experience.

WORKSHOP-PRACTICES FOR FACILITATING ACHIEVEMENT OF MEXICAN-AMERICAN CHILDREN

Directors Dr. M. Bany, Dr. L. Hanna

The problem of low motivation, a continuous experiencing of failure, a general negative or apathetic reaction to schooling, which characterizes a large proportion of Mexican-American children, is well-recognized. This workshop will emphasize techniques for meeting the existing situation rather than focusing upon why the children react as they do. The techniques of social technology will be adapted to deal with the problem of children having a deprived and different culture.

Objectives:

(1) To provide teachers with the conceptual tools needed to become skilled practitioners in change processes.
(2) To provide teachers with sufficient knowledge and skill in change techniques to enable them to help Mexican-American children acquire the learnings needed for successful functioning in society.

PROJECT OPPORTUNITY OPEN DOOR - A COMMUNITY EDUCATIONAL DEVELOPMENT PROGRAM

Director Dr. L. Steinberg

The specific objectives of the project are as follows:

(1) To increase the level of aspiration of high potential, low achievement junior high school students of culturally deprived, minority status background by means of a program of group counseling, and a continuous program of cultural enrichment.
(2) To assist parents of participating youngsters to perceive the capabilities of their children and to participate in the encouragement of their development.
(3) To assist junior high schools in the surrounding community to provide for the educational development of their high potential students.
(4) To utilize the resources of faculty, students, and facilities of California State College at Los Angeles, and the resources of cooperating community agencies in a cooperative community, college program.

(5) To provide a superivsed training experience for counselors who in turn may be expected to develop and implement similar programs in their school settings.

(6) To provide a model program for other colleges and universities located similarly in the midst of urban, culturally deprived settings.

Dr. Lyle Hanna
Associate Dean of Education

Immaculate Heart College

Immaculate Heart College is accredited by the California State Board of Education to prepare and recommend candidates for Standard Teaching Credentials with a Specialization in Elementary or Secondary Teaching, for the Supervision Credential, and for specialized preparation to serve as a Librarian and to teach Librarianship. The College is also accredited by the National Council for the Accreditation of Teacher Education at the Bachelor's and Master's levels for the preparation of elementary and secondary teachers and school principals. A Master of Arts degree is offered with fields of concentration in either History and Philosophy of Education, Curriculum, Administration and Supervision, or Educational Psychology.

Conforming to established practice at Immaculate Heart College, as well as to the new California State Credential requirements now in effect, all prospective teachers complete their full general education and academic major and minor requirements.

As a part of the regular procedure for admission to the program, and in addition to customary requirements, are included recommendations from the student's major and minor academic chairmen. Included in the preparation for the Standard Teaching Credential, with a Specialization in Secondary Teaching, are courses in methods and procedures of teaching, in both the major and the minor academic fields.

A feature of the program is an active coordinated interdisciplinary acceptance of a shared responsibility in preparing teachers who are liberally educated and who have, in addition, the psychological, sociological, philosophical, and technical background to equip these prospective candidates for the profession of teaching.

Directed Teaching

Our directed teaching is performed in the Los Angeles City Schools, In this connection, it should be mentioned that the John Adams Junior High School has been added as a practice school. It is our intention to have all candidates for Secondary Teaching Credentials do half of their directed teaching in each of the two levels: Junior and Senior High Schools.

Internship

The internship program at Immaculate Heart College is fully approved by the State Department of Education. For highly qualified students, the directed teaching may be completed concurrently with the awarding of the Bachelor's degree, thus entitling these Interns to assume full responsibility as a teacher at a full salary immediately subsequent to their graduation. The completion of the additional units for their full credential takes place, therefore, while they are actually teaching, and under the guidance of Immaculate Heart College.

The recent addition of Main Street Elementary School will now provide directed teaching opportunities for all elementary candidates in a culturally disadvantaged area.

Dr. Frederick F. Quinlan
Dean of the School of Education

Mount St. Mary's College

In helping to prepare teachers to work with children in disadvantaged neighborhoods, Mount St. Mary's College is currently cooperating with the Los Angeles City Schools in assigning student teachers who have completed the first assignment in directed teaching, with better than average performance, to the Broadway School to complete directed teaching, The Broadway School is located in the low socio-economic area. This plan serves two purposes:

(1) To give student teachers an opportunity to gain experience in teaching in such a neighborhood.
(2) To provide substitutes for this school which, among others, has found it difficult to get substitutes.

At present four student teachers in the Mount St. Mary's College Program are at Broadway School and are gaining much from the experiences.

In addition to the student teachers assigned to the Broadway School, the other student teachers in the Mount St. Mary's College Program have had the opportunity of visiting at the Broadway School and of becoming acquainted with problems involved in teaching in a low socio-economic area.

For some time, it has been the practice of Mount St. Mary's College for students in the Teacher Education Program to visit schools in disadvantaged neighborhoods. The College is planning to make arrangements, if possible, to have prospective teachers do some of their observation and participation prior to student teaching in schools in disadvantaged neighborhoods.

While the tutorial program at Mount St. Mary's College is not confined to prospective teachers, yet students who are preparing to teach are encouraged to participate in the program which provides tutorial work for schools in low socio-economic areas.

As part of the teacher education program, Mount St. Mary's College requires all the prospective teachers to take at least one course in Sociology in which emphasis is placed on sociological programs with educational ramifications in different and differing socio-economic levels. Field trips are made to institutions in low socio-economic areas and thus students are made aware of problems peculiar to children living in disadvantaged neighborhoods.

Sister Rose de Lima
Professor of Education

Occidental College

The following is a report of activities in The Los Angeles City Schools involving Occidental College teacher training candidates and varied cultural groups:

(1) Attention should be called to the work of the Institute of Urban Culture under the direction of Professor Paul Sheldon and the extensive development, through research, institutes, in-service courses, and consultations, of knowledge of the nature and suggested solutions of educational problems relating to the Mexican-Americans. Professor Sheldon and his staff work closely with the East District staff in these matters.

(2) The continued use by Occidental College of Belvedere Elementary School for teacher training. While the number of students training there is small now, we do expect more to train there in the Spring Term.

(3) The use of Lincoln High School for training the Interns under our Secondary Internship Plan and the subsequent placement of all of our interns in positions in Lincoln High or at Stevenson Junior High.

(4) During the Spring Term of 1964, we used Wilson Junior High for training purposes.

(5) In the Winter Term of 1965, now just getting under way, we will assign secondary candidates who are beginning their professional courses at Irving Junior High, Nightingale Junior High, as well as Wilson Junior High for observations.

(6) Our Physical Education majors, who completed professional requirements for the Special in Physical Education, were assigned in the Spring Term of 1964, and will again be assigned in the spring of 1965 to Wilson Junior High and likely to Lincoln High.

(7) In smaller ways, there is evidence of a sensitivity to our responsibilities to the schools of the Eastside and future teachers of those schools. Members of the staff in Education have consulted with principals and teachers on problems of instruction in Reading, Social Studies, and Arithmetic. This was informal and without benefit of formal agreement to provide such service, but was real nonetheless. The Interns now at work in the schools maintain contact with the College, bringing a sense of realism to the training program and influencing the programs of those still in pre-service training. At least one research study is underway in the Department of Psychology on the influences of home environments on educational achievement. We are trying to work out a cooperative study (Education and Psychology) involving the schools of the Eastside.

It would be fitting to say too, that while it is true that our professional commitments cause us to seek out opportunities such as those mentioned above, it is also true that personal enjoyment and satisfaction results from our relationships with the schools and their staffs, and especially with the administrators of the East District as well as those in the Central Office with whom we work.

We with to thank the Board for the opportunity to do our professional training in the Los Angeles City Schools and to commend them for their efforts in our behalf.

Dr. Roy G. Petrie, Chairman
Department of Education

Pepperdine College

Pepperdine College is not engaged in any special programs intended to prepare teachers for the culturally disadvantaged because of our geographical location in Los Angeles. However, all of our teacher education candidates receive from 75% to 100% of their observation-participation, and directed teaching in the public schools located in the so-called culturally deprived areas.

At the elementary level this means observation and participation in the primary and upper grade levels for two full semesters. Our elementary student teachers are in the public schools all day from the first to the last day for a full school semester.

A large percentage of our graduates have accepted teaching positions in the depressed areas and are successfully teaching in these schools today. To the best of our knowledge no Pepperdine graduate has left the profession in this area because of failure to adjust to the situation.

For the past several years our faculty has been aware of many of the problems found in this type of school environment, and Pepperdine College has re-evaluated and adjusted its curriculum accordingly. Such courses as Cultural Anthropology, Social Problems, etc., have been part of our regular credential requirement for a number of years.

In addition to our regular laboratory experiences in these schools, Pepperdine College is currently participating in the Los Angeles School District Mid-City Program. Students from all college disciplines at Pepperdine are working actively with the Watts Tutorial Program. Our students' California Teachers Association has been actively engaged in tutorial services for the underprivileged for the past two years.

Each summer for the past several years, Pepperdine College has offered a number of educational workshops designed to assist teachers in meeting problems of working with children in culturally deprived areas.

Dr. Olaf Tegner, Head
Department of Education

San Fernando Valley State College

The Department of Secondary Education at San Fernando Valley State College is planning the following programs in cooperation with the Los Angeles City Schools:

(1) An on-site course, Fundamentals of Secondary Education, at San Fernando High School and Maclay Junior High School for the Spring Semester, 1965. Students will meet for three weeks of classes and 30 hours of participation-observation at each school. Each student will observe and assist a teacher in his major or minor field in conjunction with his college course work.

(2) Student Teaching in schools located in disadvantaged neighborhoods (e.g. San Fernando High, Maclay Junior High, Carver Junior High).

(3) Proposed Ford Foundation Project for the education of returning Peace Corps Volunteers. In this proposed Project, 30 selected returning Peace Corps Volunteers would participate each year in a specialized teacher education program designed to prepare them for teaching service in disadvantaged neighborhoods. The program will include college study, field experiences and a teaching internship with major emphasis on the education of disadvantaged junior high school youth. The proposed Project will be a cooperative effort between San Fernando Valley State College and the Los Angeles City Schools. It has received approval from the Los Angeles City School District in the event of funding by the Ford Foundation.

Charles H. Heimler, Coordinator
Secondary Teacher Education

University of Southern California
Preparation of Mid-City Teachers

The University of Southern California has for over 30 years been closely identified with the City of Los Angeles; and for over 50 years the Department of Education, now the School of Education, has collaborated with the City in the preparation of teachers for Southern California and the City itself. As Los Angeles became a great city, it experienced the same flight to the suburbs as has prevailed elsewhere. In part, because of its location, and in part because of its public service tradition, the University has taken seriously its task of preparing teachers for service anywhere including the "inner city" where so many critical cultural disadvantages harass pupils and their teachers.

In the first professional teacher training course at U.S.C., the role of the teacher and the relationship between the school and its community setting are studied and observed through visits to inner-city and other schools. Professors O'Neill, Brackenbury, and Martin have been especially conscious of the problems faced by the student from the suburbs who will teach in mid-city, and they have developed instructional patterns to assure the essential attitudes and understandings. Professor Martin is now engaged in a study of Los Angeles and Phoenix Educational Films to check on which of them communicate unfortunate stereotypes of certain sub-cultures, or portray these sub-cultures so that others are disposed to react toward them in some undesirable way.

The second basic course stresses learning theory, pupil growth, mental hygiene, and testing. All of the professors involved are constantly alert to the problems of the educationally disadvantaged pupil. One of the professors, Dr. Metfessel, has spent the best part of a year analyzing from the related research "Twenty-two Research Findings which Teachers Need to Know Regarding the Culturally Disadvantaged Youth." He is also currently engaged in "An Investigation of Critical Attitudinal and Creative Factors Related to Achievement Motive in Culturally Disadvantaged Youth."

One of the two student teaching assignments experienced by every candidate is in a mid-city school. Here, for two or three hours daily, five days a week, for a full half-year, he works with and teaches mid-city pupils. His success with these pupils is the rule rather than the exception. His second student teaching assignment will generally be in a more favored school-community setting within the city.

What the University has done to prepare teachers for mid-city schools in educationally disadvantaged communities is considerable, yet it is recognized even more needs to be done. In addition, a teacher who is well-prepared to teach in these schools may choose not to do so. In cooperation with the City, a proposal has been made through the Great Cities School Improvement Program to recruit and train in depth groups of future teachers who have made a commitment to teach in mid-city elementary schools.

We recognize that Los Angeles State College has been exploring a somewhat similar plan at the secondary level. Since we have been so liberal as to give them this recognition, we may be forgiven for noting that some of the leaders in this commendable effort received at least a portion of their insight and inspiration while studying at the University of Southern California.

Any University personnel absences from this meeting indicate no lack of interest in the problems of mid-city schools or in the City of Los Angeles. Instead, a campus responsibility unexpectedly developed from which there was no honorable escape!

Dr. Wendell E. Cannon
Director of Teacher Education

To: Board of Education, Los Angeles City Schools

Subject: Preparation of teachers for work with disadvantaged neighborhoods by UCLA Department of Education

I. Projects Underway

A. Mid-City Project

During the fall semester 1964, our department assigned 40 student teachers (elementary) to selected mid-city schools in disadvantaged neighborhoods. These student teachers were chosen from among elementary student teachers at UCLA on the basis of superior performance during first assignments in regular West District Training schools.

That this program was successful in recruiting outstanding teachers for disadvantaged neighborhoods is attested by the fact that 35 or 40 percent of these novice teachers have indicated a desire to serve as fulltime teachers in mid-city and have been offered contracts.

B. Tutorial Project

Over 500 U.C.L.A. student tutors currently are working with disadvantaged youth in Los Angeles. The Education Department at U.C.L.A. is cooperating in the tutorial project by offering instruction to tutors in methods of remedial education.

C. Remedial Reading and Study Skills

At the secondary level, the Department of Education at U.C.L.A. is giving special training to the pre-service education of teachers who are serving youth in the Venice area. These future teachers of disadvantaged youth are offered student teaching experience in the teaching of remedial reading and other study skills.

D. Course Work for Teachers of Disadvantaged Pupils

Pre-service experiences for teacher candidates at U.C.L.A. now offer opportunities for instruction in practice for dealing with learning disorders and for participation in the Psychology Clinic School where skills most useful to those working with disadvantaged youth are learned.

Professional course work in education has been revised to include content most appropriate for teaching children who lack many of the prerequisites for success in academic settings.

E. Curriculum Materials for Disadvantaged Youth

Both pre-and in-service teachers are given opportunity to familiarize themselves with materails now available for children with deprived backgrounds. Opportunity for learning how to develop materials in the light of cultural differences is provided.

II. Projects in the Immediate Future

A. Institute

An Institute to deal with "Special Education Problems" related to strengthening of instruction and curriculum for all children is planned for the Fall 1965. This institute for the in-service training of teachers will include matters of segregation, minority group relations, and human relations in general.

B. Extension of Training Schools in Disadvantaged Areas

The Office of Supervised Teaching intends to extend its pre-service training to more schools in disadvantaged areas.

C. Vocational Training

The training of those who will take leadership in the development of special programs in vocational education for disadvantaged youth will commence this year.

D. Teacher Aides

Twenty teacher aides are to receive special preparation to equip them for duties at Los Angeles High School in February 1965, where they will work with particular pupils who require assistance in learning how to learn.

E. Mexican-American Project and Internship

Planned for the twelve week summer session and academic year 1965-66, the intern program will attempt to prepare 25 secondary school teachers for schools whose population is predominantly Mexican-American. The summer pre-service preparation of these students will include student teaching in appropriate schools, classroom instruction with emphasis on the Mexican-American youngster, research and preparation of materials for teaching in appropriate schools during the intern years.

The Need for In-Service Programs

The need for in-service programs for teachers of the culturally disadvantaged, and for supervising teachers training student teachers has become extremely clear during this year. The following observations would lead us to believe that such in-service work is imperative.

1. Drs. Johnson and Bolling spent innumerable hours in excess of assignments informally training supervising teachers to be efficient in their assignments.

2. The problems of supervising teachers centered around:
    a. An over-supervision attitude on the part of some, and a " sink-or-swim" attitude on the part of others. Supervising teachers must realize that they are part of an educative process at the college level.
    b. Being threatened by visitations and the student teachers' presence. They need to be trained toward a cooperative attitude rather than a reaction attitude.
    c. Worrying about the energetic changes student-teachers wish to make in the existing status-quo. A few of the supervising teachers eagerly sought these new ideas, but some in-service work in improving this attitude must be begun.
    d. Unrealistic criteria in grading student teachers. We suspect that beginning supervisors are usually prone to be too rigorous in evaluating. There seemed to be more of this attitude in Watts than elsewhere.

3. Many "old-time teachers" in this area need interdisciplinary work in understanding the needs of the children and community with which they work. It is a mistake to assume that because they are usually Negroes, they automatically have the insight to work effectively in culturally disadvantaged areas. As a matter of fact, it may be that because of their proximity to the problem, they are usually handicapped in developing effective criteria of operation. Interdisciplinary in-service work could do much to alleviate this problem.

4. As we worked in the area, we were able to observe many positive changes in the schools. Principals became vitally concerned as did the teachers, the children of the schools came to recognize the "college people" and went out of their way to meet us. The parents became aware of the extra attention their children were receiving and gave some indications that it was appreciated. Continued efforts in terms of in-service training can only improve and encourage the attitudes of pupils, parents, administrators, and teachers, and hopefully, the community as a whole.

Types of In-Service Programs Possible

Extension Courses. The college can offer extension courses to any group of 20 or more teachers upon request. We believe that several such classes could be filled each year. Our standard courses offer sufficient latitude to fill almost any need of the teachers in the area, and Education 474, a problems courses, would fill the other needs.

In-Service Workshops. These would be less desirable than courses, since we would be competing with the Institute Organization of the City Schools. However, workshops need not be ruled but, especially since we are able to work closely with the City Schools in planning such endeavors.

In-Service Needs of Teachers

In-Service needs of teachers as reported by teachers, administrators, and project staff.

1. Before teachers start to work with student teachers they need a definite program to prepare them for this task.
2. Teachers are not aware of the needs of youngsters from disadvantaged areas.
3. Teachers are not familiar with the aid that community agencies and groups can offer.
4. Some are too prone to resort to punitive punishment as a disciplinary measure.
5. Disadvantaged students come to schools in this area eager to learn. Something happens to them after they have been in school.
6. Too frequently these teachers push their students too hard and too fast because they are so aware of the necessity for academic achievement.
7. The common 9½ month school year is not realistic for children who have the problems of this area. One hundred and eighty days of school is not realistic when there are 365 days in a year.
8. Teachers are using the same methods used in other schools, and these are not suitable with these children.
9. Teachers fail to realize that the influence of the peer group starts at a very early age for their students. They do not know how to use the influence of the peer group to develop children to their full potential.
10. Teachers are too concerned with the "why" instead of the "how", then fall back on the "why" as a reason for not being successful in their teaching.
11. There seems to be a need for considerable in-service work for school administrators if they are to assume a role of leadership in teaching situations that confront teachers of disadvantaged youth.
12. Comments such as these from the Avalon Community Center will help design in-service education programs:

    "Someone who understands my child and is not above my child."

    "A teacher who can help my child get a good education."

    "A person who likes to be in the school where my child is."

    "A teacher who can see good in the child instead of one who never sees any good in the children of the community."

    "A teacher who has respect for us who live in what they call - the ghetto."

"A teacher who can teach my child and see that he learns something."

"A person who won't underestimate the parents and the children. I have found that many teachers think because we are poor or because we live in the slums we don't have good sense - but we do."

"An adult who will not wear feelings on the shoulders or the sleeves but on the feet."

"A person who will tell you the truth about you child and will not 'blow you up' to think something good when things are bad."

"A teacher who tells the truth about your child and to you and not to everybody else!"

"A person who will listen to you sometime - we listen to them, when will they listen to us?"

"A teacher who won't judge you and your child by another person they met - or by a sister or a brother."

"Someone who cares whether the child gets the lesson."

"A person who is willing to teach in our neighborhood."

"A person who makes the children mind."

"A teacher who won't talk down to you."

"Someone who will give you the time."

"A person who can look at us and our children in the face and not give a sick, false grin all the time."

"Someone who is not a phony, but is sincere!"

IN-SERVICE SUGGESTIONS FOR THE FIRST-YEAR TEACHER IN WATTS BY PROJECT TEACH PARTICIPANT

Any first-year teacher encounters problems for which his methods classes have not fully prepared him. Hence as a first-year teacher one has to "roll with the punches."

Mistakes will inevitably be made. Therefore it will be up to each teacher to evaluate his approaches to the teaching situation in Watts. If each mistake truly becomes a learning experience, he will soon discover an approach that is workable for himself and the children.

Following are suggestions derived from the experience that I have had during my first year.

I. Organization

One of the most difficult aspects of teaching is the organization of the over-all educational program. A teacher must be well-organized for each hour, each day, each week, each month, and each semester.

First-year teachers should take the time to formulate daily, weekly, monthly, and semester plans. Administrators and experienced teachers can be helpful in advising them in this endeavor. Also the in-service program should suggest techniques to employ in planning the teaching program.

II. Discipline

Effective classroom control is one of the most important factors in teaching. It is not a difficult task to over-power a child in an attempt to control him. However this is not considered effective discipline.

The following are suggestions that I feel should receive emphasis in an in-service program.

1. Allow the children to set up their own classroom standards.
2. Review the school standards.
3. Explain the reasons for standards in the first place.
4. Take time during the first few weeks to emphasize standards. This will save time later.
5. Let the students know what you expect of them.
6. Be firm, but fair. Admit it if you make a mistake.
7. If you are angry let the class know it, and the reason for it.
8. Be aware of outside factors that contribute to undesirable classroom behavior, e.g., a child may be hungry, a child may be upset because of a fight, or a child may be disturbed because of unrest in the community.
9. Be consistent in your discipline.
10. Make every punishment a learning situation, if possible.

During this past semester I met two very dedicated first-year teachers who were transferring from Watts because they had lost control of their classes. In actuality their classes were controlling them. Each teacher felt that he was on the side of the children; he wanted to help, but he couldn't.

Make it clear to first-year teachers that they are not missionaries to a foreign country passing out kindness to less fortunate individuals. If a teacher is firm and fair, accepts the children as individuals, and works hard for them, he will be well liked and received by them. These new teachers should be advised to look beyond the racial problems in America and to devote all of their energy to educating these children.

III. Community Relations

The manner in which a teacher deals with the parents of children in Watts has a large bearing on his successfulness. Two publications that I found most helpful are: Inter-Group Relations: A Handbook for Teachers, published by the Los Angeles City Schools; and "What Parents Who Live in a Disadvantaged Neighborhood Want the Schools to do for Their Children," developed by the Avalon Community Center.

New teachers should emphasize the positive aspect of children to parents. A good approach when dealing with a problem child is to discuss with parents the child's past behavior and to assure parents that their cooperation can contribute to an improvement in his future behavior.

Academic organization, classroom discipline, and community relations all offer a real challenge to first-year teachers. If they are well informed on these topics they will have taken the first step toward a rewarding and successful first-year teaching assignment.

Urge new teachers to enjoy children and conversely the children will enjoy them. An encouraging word here and there, as well as a positive outlook on life, will lift the spirits of these children. Above all new teachers should make sure that the children learn something that will contribute to their success in education.

These previous suggestions were offered to me by some outstanding and successful teachers. I hope, in turn, that they can be put to effective use in an in-service training program for first-year teachers in poverty areas.

THE ADMINISTRATION OF IN-SERVICE EDUCATION FOR TEACHERS OF DISADVANTAGED YOUTH

The administrative group of a school district carries a heavy responsibility for the success of in-service education for teachers of disadvantaged youth. Administrators, by the very nature of their position, feel strongly the pressures and growth of problems in an area characterized by poverty, racial tension. Daily, administrators must deal with the magnitude of the problems, as requests for help come from each classroom and many community sources such as businesses, police personnel and worried parents.

Administrators must carry the responsibility for helping teachers understand the problems of disadvantage youth and what can be done to help them. They must develop vision for action, plan effective in-service programs which will be of real help to the classroom teachers and develop and carry out organizational plans early enough to provide enough time to expedite a quality program. Teachers work on an hour by hour, day by day basis with disadvantaged youth. Their needs for help are acute. However, much of the help teachers need can be provided only when long range plans have been developed and put into effect.

When we talk about long range plans, what do we mean? Many people in education feel a long range plan consists of a few weeks work. They fail to realize education is an on-going long range program. To accomplish long range educational objectives or goals, mandated by state and community, it is necessary to develop plans for over a period of years or even decades. Each year these plans may be modified and refined depending upon annual changes and new research findings, but in the main, there must be a broad framework of objectives planned ahead for guidance of annual accomplishments.

Each district needs as a minimum, a four to six year broad framework plan developed in terms of goals the district wishes to achieve for the disadvantaged youth of the community. These goals must be realistic. The district must have the financial ability to support adopted goals. The district must have a permanent staff with the ability to achieve the adopted goals. The adopted goals must be acceptable to the community. Unrealistic goals are a waste of time and energy and create serious problems. They build up false hopes, place undue strain on school budgets, create financial crises, create personnel problems of several different kinds and result in community problems and disturbances.

Each district needs to look at its own position in terms of planning to help disadvantaged youth. These questions must be asked: (1) Is this a stable school district? (2) Have the teachers, administrators and board of education worked together for several years? (3) Is the community favorably inclined toward the schools? (4) Does the superintendent have reasonable security in his position? If the answer to all of the above questions is yes, then the district is in a position to project plans for a longer period of time. On the other hand, if the answer to most of the questions is no, then plans should not be projected for any longer period of time than the district superintendent's contract is in force.

The superintendent should include tentative budget items for in-service education programs in his mid-winter budget proposals. This is followed by a series of discussions with his top administrators during February and March. It is the superintendent's responsibility to include these discussions as agenda items for his meetings so that time for decision doesn't arrive without discussion and fact-finding meetings to support the decisions. By April the board of education, superintendent, and the administrative staff should have reached decisions and agreements resulting in a calendar for the next year in-service education for teachers of disadvantaged youth. Teachers should be notified about the help that will be available for them and that plans include new materials and experienced consultants.

A typical calendar work outline is described below.

December - Tentative budget items and realistic goals discussed with Board of Education. At this time budget items must include approximate cost of the entire in-service education program for the school district.

February - Superintendent and district office staff discussions devoted to education of disadvantaged youth. Administrative Meeting: Superintendents and Directors of Curriculum, Business, Pupil-Personnel, special and general supervisors, principals.

(a) Develop survey forms for teacher reaction to present year's work. Teacher suggestions needed for new goals needed to improve education for disadvantaged youth. These forms include opportunities for staff to identify child, teacher, building, and community problems and needs. A place for teacher suggestion for methods or improvement is included. Survey forms need not be signed by teachers, and may be returned by teachers to locked district ballot box. Strange as this last sentence may sound, many teachers and staff members withhold valuable evaluations and suggestions because they fear negative reactions from building principals who feel suggestions for improvement by teachers are direct criticisms of their administration. To provide a strong reservoir of evaluations and suggestions as a basis for accurate assessment of in-service needs, all staff members need to contribute ideas from their experiences.

(b) Superintendent has survey forms printed and ready for distribution to all certificated district personnel the first school day following the annual open house.

District Superintendent asks County Superintendent of Schools and colleges to recommend consultants for tentative discussions for in-service programs for disadvantaged youth and preparation of bibliography for summer reading by interested certificated staff.

Day following Open House - Superintendent distributes teacher reaction survey forms to all certificated personnel with instructions to complete and return the following day. He also provides locked ballot box in reception office for the deposit of survey forms by staff members.

Week following Open House -	Superintendents, principals and teachers work as team to compile suggestions, to identify district needs for educating disadvantaged youth. Trends will be fairly clear as to directions teachers and staff would like to move. Where there is conflict of directions a study group needs to be called together involving all groups in district to work and research areas of conflict.
May 1	(a) Distribution of findings of survey for in-service education proposal to study problems of disadvantaged youth should be made available to all staff members. Distribution should be in the form of a ballot and ask staff members to vote on in-service area of most need to them. (b) The ballots request staff members to return ballots by May 10.
May 10	The ballot items receiving the greatest majority of votes should receive first consideration in planning the in-service education program for teachers of disadvantaged youth. If the administration staff feels an urgency to include a definite type of in-service education for teachers it should be identified as such so teachers know what concerns are peculiar to administration.
May 21	The survey provides the superintendent concrete information to substantiate his request to the Board of Education for final agreement on budget items covering in-service education programs. Superintendent again briefs Board of Education for budget item to cover in-service program and secures their final agreement.
May 23	Superintendents - Business Superintendents - Curriculum Superintendents - Pupil Personnel - Teacher Association Officers, etc., decide on program for fall in-service education for disadvantaged youth. (a) Confirm speakers and consultants. (b) Announce to staff tentative plans for in-service work. (c) Ask teachers for further suggestions. (d) Plan with as many teachers as possible for their part in in-service education program for disadvantaged youth before they leave in June. (e) Forward plans and copy of staff survey and balloting to consultants for study and preparation. (f) Notify newspapers of plans for study of educational problems of disadvantaged youth.

June -
August 15 - Curriculum Office:

(a) Works up materials with college staff.
(b) Duplicates materials for staff.
(c) Develops schedule of events and distributes to administrative staff, including principals, by August 15.
(d) Ready to brief principal staff by August 15.

August 15 - (e) Brief principals for their responsibilities in the in-service education proposal for disadvantaged youth.
(f) Plan meeting between principals and consultants for exchange of ideas and study groups. A study group made up of principals and consultants for the in-service education of teachers of disadvantaged youth is highly desirable if not absolutely essential. Some topics for discussion and agreement between consultants, principals, district office and Board of Education would be: Philosophy and psychology of discipline, report cards, grouping for instruction, expenditures of federal funds for education of disadvantaged youth. Special services: psychiatric help, medical assistance, special rooms, welfare supervision.

Credit Courses Offered by College or University

Many experienced teachers are expected to teach subjects in which they have little or no preparation, or in which the rapidity of change has made them feel inadequate. In order to function efficiently it is necessary to keep informed about new developments in substantive knowledge as well as pedagogical techniques. Listed below are examples of methods courses for which experienced teachers in disadvantaged areas have expressed a need.

Elementary

(a) Methods of Teaching Reading to Disadvantaged Children.

1. Activities and experiences which promote cognitive abilities of the pre-school child.
2. Study and practice of various approaches to beginning reading.
3. Procedures and materials helpful in teaching the culturally disadvantaged upper-grade child.

(b) Workshop in Methods and Materials for Teaching Mathematics to Disadvantaged Children.

1. Activities which take into account the disadvantaged child's preference for the concrete in learning.
2. Construction and use of various materials designed to demonstrate or objectify operations in mathematics.

There are also some special types of courses which can provide help in those problem areas unique to teachers of disadvantaged youth.

(a) Language Development of Linguistically Deprived Children.

1. Study and analysis of various linguistic patterns used by disadvantaged children.
2. Study of the role of language in developing cultural patterns.
3. Selection of those communications skills felt to be most basic and vital for effective inter-action.

(b) Problems in Classroom Group Behavior of Disadvantaged Youth.

1. Developing understanding of the range of factors involved in the dynamics of group problem behavior.
2. Developing skill in analysis of classroom group behavior which is disciplinary and problematic in nature.
3. Developing knowledge of, and skill in, disciplinary procedures which will guide, direct or achieve change in problem behavior in classroom groups.

Future Plans

CSCLA intends to push further into the investigative realm of training teachers for culturally disadvantaged children for many years. Next fall, four methods classes, two elementary, and two secondary will be taught in areas populated by such pupils, three in the Watts area and one in a Mexican-American area closer to the college. In addition, for the first time a foundations course Ed. 410 - Educational Psychology will be taught in such a school.

We have many professors interested in this area, and their number is slowly expanding. As they contact public school, the first year of Project TEACH has made it very clear that administrators and teachers will take advantage of their consultative services and institute many more studies.

The School of Education Curriculum Committee is also anxious to help develop course work which would be helpful to teachers and administrators. Elementary Education, for example, has just finished developing two courses in Pre-Kindergarten education for culturally disadvantaged children.

Advanced Graduate Seminars are being developed in this area.

CHAPTER VII - RELATIONSHIPS WITH OTHER PROJECTS

Hunter College

See Mrs. Smith's report which is attached to this section. As Mrs. Smith observed the Hunter College Institutes, it soon became apparent that if Project TEACH were to be successful we would have to involve Los Angeles City School teachers and administrators in our project. This was done by meeting with the various groups and approaching them with the view point "that we did not have the answers but we were depending upon them to help us find them." This technique was successful as we had a definite commitment from teachers and administrators from the start and this close relationship was carried on throughout the year.

Other observations and reports by Mrs. Smith will be useful when we develop the graduate and in-service phase of the project.

The following curriculum materials have been ordered from Hunter College to use in the N.D.E.A. Institute that Mrs. Smith will direct on our campus this summer.

1. A Family Is a Way of Feeling
2. Stories in Verse
3. Who Am I?
4. Identification and Image Stories
5. Developing Original Materials in Reading
6. Gateway Supplementary Book List I

This material will be evaluated by the institute staff, participants in the institute and by the staff of Project TEACH. Material deemed appropriate will be used in our final reports.

As our material is developed next year, Hunter College will be notified and the reports will be available if they desire to use them.

Youth Studies Center - University of Southern California

Mr. Rudy Sanfilippo, Annette Gromfin, and Bob Schasre met with our staff and discussed areas of mutual intere[illegible] (See letter attached to this section).

We have used the following material from the Youth Studies Center:

1. Crenshaw Community Study
2. Training Series F or Social Agencies Readings In: Implications of Social Change
3. .....Poverty in The United States
4. .....Social Agencies and Social Change

Dr. Hanna served as a consultant for the Crenshaw Community Study Planning Conference in the following areas: "Elementary and Pre-School Problems" and "Secondary Schools: Drop-outs Training and Youth Problems."

We are planning on using members of their staff to evaluate the material that we will be developing next year and this material will be made available for them to use as they see fit.

Our first year was spent in an action program, gathering data, information, working with students, and securing feed-back from staff, teachers, students, and administrators. Because of this program we have been able to share very little in the way of printed material. As our material is developed we hope to be able to carry our part of the load.

Certainly it is to be hoped that a much closer and more active relationship can be established with related projects across the nation. We realize the need for sharing information and material and will do our utmost to enter this cooperative structure.

COPY

October 19, 1964

Dr. Lyle Hanna
School of Education
California State College at Los Angeles
Los Angeles 32, California

Dear Dr. Hanna:

A short note to express our appreciation for the opportunity to meet with you and your staff on Project TEACH. As we indicated to you, we felt the session to be extremely informative, and Bob Schasre, Annette Gromfin, and I look forward to further opportunities to discuss our areas of mutual interest.

Enclosed are some photocopies of some of the items about which we spoke last Wednesday. We are compiling a number of bibliographies which we will be happy to share with you as they are completed. We will also keep you in mind as we come across items which we think would be of interest to you and others on your staff.

Thank you once again for providing the opportunity for our getting together.

Sincerely,

Rudy Sanfilippo
Project Head

RS:jj

CHAPTER VIII - IMPLICATIONS AND RECOMMENDATIONS

In treating a topic of this nature it is difficult to eliminate personal bias, however, an attempt will be made to keep this in the background as far as possible and treat the topic as developed by the project.

It is the observation of the director that the average college or university does not adequately prepare teachers for urban areas when they are required to take the same program as other college students.

A variation in course work should start with the general education requirements, extend to its major and minor field, and on into the professional preparation of teachers. Then be further expanded in graduate programs and inservice education sponsored by the school district.

Field experience should start during the freshman year and be tied in with the required general education courses, continuing on into the upper division work, and on into graduate programs.

This does not mean lowering standards or watering down college offerings. It means that each and every course, at the college level, taken by future teachers of disadvantaged youth, should have to justify its existence upon what it can do to better prepare teachers for this field. The entire program should relate to the "laboratory" of the urban community.

A student cannot be considered adequately prepared by a semester of student teaching in an urban school. Neither does he have to come from a disadvantaged area to be qualified to teach in such programs. Nor does he have to live day and night in such an area to be a successful teacher of disadvantaged children. But, he does have a right to expect and receive adequate training and preparation from the college of his choice in his chosen field.

It is recognized that no one discipline nor no one department can adequately prepare teachers.

It is proposed that an interdisciplinary approach be used to provide the vehicle for training of teachers. This would be a center based on the philosophy of "inquiry." Here a student would be encouraged to develop an inquiring mind instead of a receptive mind. They would be encouraged to question many of the concepts held dear to the hearts of the educationist such as providing for individual differences, taking the child where he is and encouraging him to go as far as he can, practices which have been failing for many years but are still accepted. Attempts should be made to bring in the teachings of the social psychologist and investigate their impact.

Future teachers should be exposed to the latest teaching techniques in their own college classes, with the old style "teacher tell" "student do" technique eliminated. How refreshing it would be for a college student to be exposed to good teaching procedures with the content of the course based upon the practical application to the needs of future teachers.

This center would be built around needs of students, teachers, and community with the methodology of each discipline applied by the future teacher through case studies of disadvantaged pupils, other parents, and the community. At all times the college student should be expected to question why is this important and why should it be done this way? Not to give him an excuse for doing nothing but to determine which is the best way for him to teach disadvantaged children.

A program of this nature should be expanded from observation, to participation, to superivsed teaching experience, and then into a fifth year of internship experience or graduate level training.

Professional education as well as other courses should be an integrative experience based on observation and participation in practical situations. Video tape and other audio-visual materials could be used to present expected behavior, use of peer controls, group behavior, and physical use of the classroom in dealing with behavioral problems then could be observed and analyzed.

This will have to be a joint approach with the public schools assuming their load or blame in the preparation of teachers.

No longer can they say, "give us innovative and well-prepared teachers for disadvantaged children" and then put them out in the schools and restrict the innovative force by requiring them to play the tenure game of doing what you are told, when you are told, and do not disturb the status quo because they are the things you do if you want to secure tenure, be promoted, or picked for a promising role in administration.

The colleges have been producing, too long, the product public schools have desired and it does not meet the challenge of todays urban school. Todays modern public school is the only business you can visit today and see all the same things going on that were out of date when you attended public schools. Modern business could not survive if it used the same techniques and procedures used thirty years ago. They would be bankrupt.

Public schools is the only business which can turn out an inferior product and still stay in operation.

If future teachers are to be developed along innovative lines then these same teachers will have to be encouraged by the public schools to continue these practices after they are employed. This can be done by placing them in schools where they will come in contact with experienced teachers who are engaged in the process of searching and changing.

SUMMARY

Future teachers must be provided with more realistic training and preparation for teaching effectively in urban schools. The general teacher-education program of the past is inadequate. Teacher preparation must be specialized, with preparation for a specific kind of a community. This means much more than pre-serivce exposure to students of the inner-city schools. In addition, its public school systems must allow teachers the freedom to try innovative practices with complete support of the administrative staff. We have to eliminate the teacher who is just going through the right motions to keep in good with his superiors.

Teacher training institutions cannot waive their responsibility by offering courses in education, psychology, sociology, anthropology, composition, and speech based on the academic point of view. General training of this nature does not prepare teachers for the inner-city. These courses and programs must be geared to the needs of the teacher preparing to work in these areas.

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